

DOCUMENT RESUME

ED 117 697

95

CS 202 172

TITLE An Evaluation of the English Language Skills Acceleration Project, FY 1974.

INSTITUTION Trust Territory of the Pacific Islands

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

PUB DATE 74

NOTE 158p.; Not available in hard copy due to marginal legibility of original document; Three reading tests were removed due to copyright restrictions

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS *Accelerated Programs; Grade 9; *Language Arts; *Language Skills; Projects; Reading Comprehension; Reading Diagnosis; Reading Programs; Reading Readiness; *Reading Tests; Structural Analysis; Vocabulary; Word Study Skills

IDENTIFIERS Elementary Secondary Education Act Title I; *English Language Skills Acceleration Project; ESEA Title I

ABSTRACT

An evaluation of the English Language Skills Acceleration Project, a program used in ninth-grade reading instruction in two high schools in the Marshall Islands, is provided in this report. Included are a description of the program and its activities, a discussion and comparison of test results, an evaluation of the behavioral objectives with comments on possible revisions, and a list of recommendations for inclusion in the following year's program. The major portion of the document consists of the following material in seven appendixes: material covered by Marshall Islands High School (MIHS) target group in SRA kits I-C, II-A; histograms of Hawaii Reading Tests results for target and control groups; histograms of Stanford Diagnostic Reading Test for MIHS target group; histogram of Stanford Diagnostic Reading Test for MIHS control group; histograms of Stanford Diagnostic Reading Test for Assumption High School target group; a histogram of Roswell-Chall Word Analysis Test for MIHS target group; and a comparative summary of test results for each group. (JH)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED117697

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AN EVALUATION OF
THE ENGLISH LANGUAGE SKILLS ACCELERATION PROJECT

FY 1974

ESEA TITLE I

ACCOUNT NUMBER F-274118-2

TABLE OF CONTENTS

I. PROJECT PARTICIPANTS AND STAFF.....	1
II. PROJECT DESCRIPTION.....	2
III. DESCRIPTION OF TESTS.....	3
IV. ANALYSIS OF TEST DATA.....	3
V. EVALUATION OF BEHAVIORAL OBJECTIVES.....	5
VI. RECOMMENDATIONS.....	7

BEST AVAILABLE COPY

BEST AVAILABLE COPY

CS 202 172

Introduction

The following is an evaluation of the English Language Skills Acceleration Project, a program funded by USEA Title I. In this report is a description of the program and activities; a discussion and comparison of test results; an evaluation of the behavioral Objectives and comments on possible revisions; a list of recommendations for inclusion in next year's program.

The English Language Skills Acceleration Project (ELSAP) was funded by Title I under Public Law 89-10. The total budget amounted to \$17,500, of which \$13,406 was spent for salaries and benefits while \$4000 was used for the purchase of supplies. A supplemental sum of \$2,532.67 was received in April for purchase of additional supplies. The average Title I per pupil expenditure for FY 1974 was \$102.34.

Project Participants and Staff

The ELSAP program was actively involved in the 9th grade reading programs at Marshall Islands High School (MIHS) and at Assumption High School (AHS). The ELSAP Office was located in the MIHS Administration Building. It was within easy walking distance of the 9th grade English sections at MIHS and also within a mile of the AHS campus.

One hundred thirty-six 9th graders at MIHS were participating in the ELSAP program at the end of the school year. The twenty-four remaining MIHS 9th graders formed the Control Group. Assumption High School, a private high school in the DUD Municipality, had all thirty-five of their 9th graders enrolled in the project classes.

During the course of the school year the 9th graders, with the exception of the Control Group, received four hours a week of project related activities. Throughout the first semester the ELSAP participants worked independently in the SRA Reading Program, were given instruction in basic dictionary skills, and were administered various Informal Reading Inventories. During the second semester SRA Power Builders were deemphasized, Word Analysis instruction was implemented, Library Kits were introduced, more advanced dictionary skill exercises were presented, and the Reading for Understanding component of SRA was started with the more advanced students.

The project staff at MIHS was made up of four 9th grade English teachers. A second 9th grade English teacher was in charge of the control group. The Principal of AHS handled the project class at that school. The Project Coordinator was in charge of the overall program.

The Project Coordinator spent about two hours a week in all but two project classes. The teacher of the classes in question was actively involved in the ELSAP program during FY 1973 and did not need as much guidance or training. He received at least one visit every two weeks and consulted regularly with the Project Coordinator. During these visits to the project classes the Project Coordinator gave on-the-job training to the teachers, assisted in administering Informal Reading Inventories to project students, aided the teachers in implementing each component of the project, and monitored all project activities.

The ELSAP program started on September 10, 1973 and finished up on June 7, 1974.

Project Description

The ELSAP program began with the administering of the Hawaii Reading Test during the first week of school. All 9th graders at MIHS and AHS took the test. The second week of school brought the implementation of SRA Individualized Reading Instruction. The sections made up of students having lower scores on the English portion of the MIHS Entrance Test were introduced to Kit I-C, and the three sections scoring higher on the English portion of the MIHS Entrance Test started working in the III-A Kit. After the program had run a week the teachers and Site Director administered Informal Reading Inventories which took nearly the first semester to complete. The Informal Test were the Roswell-Chall Auditory Blending Test, Basic Sight Word Test, the Roswell-Chall Word Analysis Test, Form I, the Gilmore Oral Reading Test and a series of Cloze Tests. During the first quarter the students started receiving Dictionary Skills exercises, which continued until the end of the school year. Immediately after Christmas the Library Kits were introduced to the Target Group students. These Kits were composed of high interest-low readability books from the Scholastic Book Series.

The Phonics program was introduced in early February. From the results of the Roswell-Chall Word Analysis Test and the SDRT, Test 7: sound Discrimination, it was determined that the 9th grade "target groups" were weak in decoding skills. These Phonic exercises were presented by the classroom teachers in twenty minute blocks, two or three times a week. The emphasis on SRA was lessened to provide adequate time for Phonic instruction.

A two-fold approach was followed for staff training: Regular meetings with the Project Teachers were conducted by the Site Director. Tests, and new materials were distributed to the teachers and demonstrations of their use were given by the Site Director. The second approach pertained to in-class practical training in the administration of the Informal tests and the techniques in presenting the new materials.

The Phonic and Auditory Discrimination exercises presented to the "target groups" during the second semester were all developed/adapted by the Site Director. The exercises provided oral and silent practice in initial and final consonant blends, digraphs, vowels, vowel combinations, and silent letters in words. Fifty-five exercises were developed.

The Site Director was also instrumental in developing a new form of the High School Entrance Test. This activity was not written into the Program Proposal for FY 1974, primarily due to timing. In October the Principal of MIHS solicited the help of the Site Director in constructing the new test. Preliminary planning for the test started in late October; the test was formulated during late December and early January. The Site Director was also involved in pretesting and completing an item analysis. The final form was administered to all 8th graders in the Marshall Islands.

The test was constructed to measure student knowledge of certain areas in reading in which the FY 1974 ELSAP Target Groups had been diagnosed as deficient. These areas of reading deficiency were ascertained from the interpreted results of the Roswell-Chall Test of Word Analysis Skills and Stanford Diagnostic Reading Test (SDRT), Level I, Form W, which were administered to all 9th graders during pretesting. It was hoped that the results of the new English Entrance Test would provide more information about each of the students selected for the 9th grade. Additionally, it was expected that the test would identify those students possessing better master of reading skills.

The Site Director also administered the test to the 8th graders in the Central and Western Islands of the Marshalls. The length of the Field Trip was five weeks. He also helped administer the test to the students at Rota Elementary School and Ebeye Elementary School. This activity was not included in the Program Proposal.

Description of Tests

A number of Formal and Informal Reading Inventories were administered to the Target Groups and Control group in order to evaluate student achievement and to provide an index for measuring program impact. The group tests, the Hawaii Reading Test and the Stanford Diagnostic Reading Test, were administered to the MIHS and AHS Target Groups, and to the MIHS Control Group. The Informal Inventories were only administered to the Target Groups, due mainly to the amount of time available to do the testing and the number of students to be tested.

The Group Survey Test administered to all 9th graders was the Hawaii Reading Test. This test has four parts: Part I tests Phoneme-Grapheme correspondences; Part II-A, II-B & III test reading comprehension through the use of pictures and transformed grammatical structures. This test doesn't have an alternate form, so the same form was presented to all 9th graders in September and May. Scores and their frequencies are listed in Appendix G. A copy of the test is appended to this report.

The Stanford Diagnostic Reading Test, Level I, Forms W & X, were administered to the MIHS and AHS Target Groups and the MIHS Control Group in November and May. It was unfortunate that the SDRT did not arrive early enough to be administered immediately after the Hawaii Reading Test. The results of each subtest reflected some of the instruction the students had been receiving between September and mid-November. The SDRT is made up of seven subtests which check Reading Comprehension, Vocabulary knowledge, Auditory Discrimination ability, Syllabication, knowledge of Beginning and Ending Sounds, Blending ability, and their facility in Sound Discrimination. Copies of the SDRT, Level I, Forms W & X are attached.

The first Informal Reading Inventory to be administered was the Roswell-Chall Auditory Blending Test. The results of this test were analyzed by the Site Director and Project Teachers. It was decided that the results of this test gave no relevant information for possible instructional changes. This test was not administered at posttest time. A copy of the Roswell-Chall Auditory Blending Test is attached.

The second Informal Reading Inventory administered was the Roswell-Chall Word Analysis Test. This test is made up of six subtests which measure mastery of different Word Analysis Skills. The results of this test were analyzed by the Site Director and Project Teachers and instruction was started in the second semester to correct some of the weaknesses identified. Appendix F provides a summary of the pre and posttest results of the MIHS Target Group. The MIHS Control Group was not tested and the AHS results are not available at this time as the AHS Principal is off-island on vacation. The AHS results will be submitted as soon as the Principal returns and makes the test copies available to the Site Director.

A Basic Sight Word Test made up of 50 randomly selected words from the Dolch 220 Basic Sight Word List was also administered during the second quarter. The examiner had a check list of the words which were grouped in tens. The words were presented to individual students on 3" x 5" flash cards. Any mispronunciations or refusals were noted on the student's check list. A posttest of the Basic Sight Words was not administered because the minimal performance level stated in the program objectives had been fulfilled in the pretest. A copy of the check list is appended to the end of this report.

The final Informal Reading Inventory administered was the Gilmore Oral Reading Test, Form C. This test was given to individual students by the Project Teachers and the Site Director. The student read a graded paragraph out loud to the examiner and then orally answered five questions presented orally to him by the examiner. The test comes complete with a check list of possible oral reading errors which the examiner is expected to mark as the student reads the paragraph. The information provided through analysis of the results of this test would be invaluable for a remedial reading program in which in-depth study of a small group of students was planned. Administering the test took weeks and the final results were of little value in revising project instruction. It was felt that the time used in administering the Gilmore Oral Reading Test could be better used teaching Word Analysis Skills or in teaching Reading Comprehension. The Gilmore Oral Reading Test was not posttested.

Analysis of Test Data

In Appendix B, Table 1, the mean score improvement of the MIHS Target Group was thirteen points during the school year. Tables 2 & 3 in Appendix B give comparative Frequency Histograms for last year's MIHS Target Group and this year's MIHS Target Group. This year's MIHS Target Group did not receive the Intensive Summer Program which was held for the FY 1973 MIHS Target Group. Twenty-five more 9th graders were admitted at the start of the 1973-1974

school year than were admitted the year before. In admitting the extra students the High School Administration had to select students with lower English Entrance Test scores. Teachers of all 9th grade academic courses were in agreement that this year's 9th grade class was not as well prepared English wise as was last year's 9th grade class.

The Frequency Histogram in Appendix B, Table 4 presents the MIHS Control Group scores on the Hawaii Reading Test. The mean score improvement for this group was eleven points. The students in this group were among the weakest in the 9th grade class.

The AHS Target Group's results are given in Appendix B, Tables 5, 6, & 7. They demonstrated a seven point mean score improvement during the school year. A number of the AHS 9th graders were graduates of Government Elementary Schools in the Marshalls. They were much weaker in reading than the members of their peer group who had graduated from Assumption Elementary School. The Comparative Frequency Histograms, Tables 6 & 7 in Appendix B, bear witness to the difference between last year's AHS Target Group and this year's AHS Target Group.

The Frequency Histograms for each subtest of the Stanford Diagnostic Reading Test are located in Appendices, C, D and E. The Reading Comprehension subtest did not give an accurate index of improvement for the more advanced students at MIHS and AHS. The test was intended to measure the comprehension levels of the lower students. The MIHS Control Group showed the greatest increase in mean score with a nine point improvement. The MIHS Target Group had a five point mean score increase and the AHS Target Group increased three points mean score. 40% of the MIHS Control Group scored below 20 points on the pretest as opposed to 9% of the MIHS Target Group and 3% of the AHS Target Group. The Control Group scored 8 points lower than the Target Groups on the pretest and had much more room for improvement in the subsequent posttest. (Appendix C, Table 1; Appendix D, Table 1, Appendix E, Table 1)

The levels of improvement for the MIHS Control and Target Groups were the same on the Vocabulary test (Appendix C, Table 2; Appendix D, Table 2). The AHS Target Group gained four points mean score (Appendix E, Table 2). Vocabulary was a weak point with all 9th grade students. The AHS students did more independent reading than the MIHS students which gave them greater opportunities to increase their vocabulary.

Auditory Discrimination was one area identified in the pretest as need substantial instructional work. The AHS and MIHS Target Groups were given extensive practice in auditory discrimination before the phonics exercises were started. The AHS Target Group increased 5 points mean score, the MIHS Target Group ten points mean score and the MIHS Control Group seven points mean score. (See Appendix C, Table 3; Appendix D, Table 3; Appendix E, Table 3)

The AHS Target Group had a one point decrease in mean score in Syllabication. The MIHS Control Group displayed no improvement and the MIHS Target had a one point mean score increase. (Appendix C, Table 4; Appendix D, Table 4; Appendix E, Table 4)

The AHS and MIHS Target Groups did not increase their mean score on the test of Beginning and Ending Sounds. The MIHS Control Group, which scored considerably lower on the pretest had a two point mean score increase. (Appendix C, Table 5; Appendix D, Table 5; Appendix E, Table 5)

The MIHS Control Group increased their mean score by two points on the Blending test. The MIHS Target Group's mean score increased by one point and the AHS Target Group's mean score stayed the same. (Appendix C, Table 6; Appendix D, Table 6, Appendix E, Table 6)

On the final subtest of the SDRT, Sound Discrimination, the AHS and MIHS Target Groups increased their mean scores by three points while the MIHS Control Group had a one point increase. (Appendix C, Table 7; Appendix D, Table 7; Appendix E, Table 7) Phonics and Word Analysis Skills were strongly emphasized during the second semester in the Target Groups.

The MIHS Control Group had substantially lower pretest mean scores on all but three tests: SDRT Vocabulary, SDRT Syllabication, and SDRT Blending. The only test on which the MIHS Control Group displayed substantially greater mean score improvement was the SDRT Reading Comprehension.

The MIHS Target Group showed slightly more mean score improvement than the MIHS Control Group on the Hawaii Reading Test, SDRT Auditory Discrimination and SDRT Sound Discrimination. The number of points between mean scores, and the number of points mean score improvement for each group on each test is given in the Test Summary in Appendix G.

If a Control Group is to be a part of next year's ELSAP program, a more meaningful comparison could be drawn if that group were composed of students randomly selected from the total MIHS 9th grade population. This year's MIHS Group contained students from the lower half of the 9th grade class.

Reading deficiencies identified as a result of the testing component of the ELSAP program are as follows:

Word Analysis Skills---the majority of the students exhibited weakness in consonant blends, vowel sounds, rule of silent e, vowel combinations, and syllabication. (See Appendix F) This was to be expected due to a lack of phonic training in the Elementary School system. There was also some evidence of weakness in the ability to identify the same sounds in different words. (Appendix C, Table 7; Appendix D, Table 7; Appendix E, Table 7) Students repeatedly demonstrated an inability to relate sound to a printed letter or combination of letters. In attacking an unknown word they would randomly guess at the pronunciation.

Reading Readiness-----a weakness in the readiness skill of auditory discrimination was also identified. (Appendix C, Table 3; Appendix D, Table 3; Appendix E, Table 3) When presented with two words, the students demonstrated an inability to identify which sounds in the two words were identical. After a period of instruction, the majority in the Target Groups showed substantial improvement.

Reading Comprehension--at the beginning of the school year most students were able to comprehend materials written on the 2nd and 3rd grade levels of difficulty. Anything above these levels proved to be too difficult for all but a few. Some of the reasons for their weakness in reading comprehension were a lack of reading comprehension instruction, limited knowledge of vocabulary and associated cultural implications, poor word analysis skills, more difficult syntactic constructions, and an overall lack of experiences related to the material being read.

Vocabulary-----this is a troublesome area for nearly all 2nd language learners. It can be safely assumed that students learning a 2nd language will need extra work in vocabulary development. Teachers in all subject areas should spend ample instructional time aiding the students in vocabulary development, providing clear explanations of cultural connotations when applicable, and helping them in 2nd language concept development.

Study Skills-----the vast majority of the students had never seen a dictionary or encyclopedia, and had no concept of how to use them. The same can be said of using the library. This was not unexpected as few, if any of the Outer Island schools have libraries, and if the teachers have a copy of a dictionary there usually aren't enough to provide instruction for a class. The Ebeye and Majuro students have little advantage over the Outer Island Students. The number of books available to the students is minimal.

Parents Council

The ELSAP Parents Council was not a roaring success. From the very first attempt to hold a meeting--only four parents attended--the response was less than enthusiastic. A second meeting was scheduled at which twelve parents were in attendance. Officers were elected at the second meeting. The President never attended another meeting and the Vice-President returned for one more. Attendance averaged about nine parents per meeting.

Evaluation of Behavioral Objectives

Parental Involvement---Product

Objective No. 1

50% of the parents will visit and observe classes at least one school day.

50% of the parents did not observe classes at least one school day. It was hard to get parents to come to school to observe classes as many of them are working and unavailable to visit classes during the day.

Objective No. 2

50% of the families in the target area will send a representative to at least two out of three informational meetings during the school year.

The average attendance at Parent Council meetings was about nine people. If each person in attendance could be considered as a representative of five or six families in the Marshallese extended family system, then it might be possible to submit that 50% of the families in the target area had a representative at two out of three meetings. However, it is very doubtful that each person attending each meeting was representing more than his own immediate family. It is more realistic to state that less than 50% of the families had representatives at two out of three informational meetings.

Objective No. 3

An Advisory Council will meet four times a year and will develop recommendations concerning program objectives and materials. The Site Director will serve as executive secretary.

The Advisory Council met only one time, in December. Only one elected member from the Parents Council was in attendance. Subsequent attempts to schedule meetings were unsuccessful.

Parental Involvement---Process

Objective No. 1

An Advisory Council consisting of parents, community representatives and Department of Education personnel will be organized and will meet quarterly to review goals and objectives of the program and the materials used; to advise the Site Director of necessary program revisions; and to make recommendations for the program.

This objective was not met.

Objective No. 2

The Parents Council President and Site Director will schedule regular visits to homes of all project students to inform parents of program progress and to encourage parents to visit the school and to attend Parents Council Meetings.

The objective was not met.

Instructional Objectives---Product

Objective No. 1

When presented flash cards by the teacher, 90% of the students will orally identify 45 out of 50 randomly selected words from the 220 Dolch Basic Sight Word List.

The Basic Sight Word List was presented during the first quarter of the school year. 94% of the students orally identified 45 out of 50 of the words. This test was not readministered in May as the performance was higher than predicted.

Objective No. 2

95% of the students will individually increase their instructional reading level at least one grade level in the SRA Individualized Reading Program.

At the end of the program 99% of the students had increased their instructional reading level one grade level and 81% of the students had a two grade instructional level increase.

Objective No. 3

Each month, 85% of the students will read at least two library books on their independent reading level and give an oral and/or written report on each.

The expected level of performance was not attained. Only 20% of the students read two library books a month and gave a report on each. 60% of the students read and reported on one book a month.

Objective No. 4

When presented with a test of 50 randomly selected words from the Hap Gillian 1000 Basic Words List, 75% of the students will demonstrate the correct usage in a sentence and/or match the words with their correct definition with 60% accuracy.

The Basic Vocabulary Word Test was never administered. It was recommended by the Project Teachers early in the first quarter that the 1000 Basic Words List not be presented in weekly units. All of the students were receiving regular vocabulary units of instruction in the English 900 and I.C.E. program from teaching Oral English. Each SRA Power Builder also provided instruction in Vocabulary development. The time allotted for vocabulary instruction in the ELSAP program was used for presenting Dictionary Skills instruction.

Instructional Objectives---Process

Objective No. 1

The teachers will present the 220 Dolch Basic Sight Word List in weekly units.

In accordance with the results of the pretest, this objective was not met. The students demonstrated a level of performance on the pretest which was higher than the level stated in the objectives.

Objective No. 2

The teachers will present weekly units of vocabulary words as taken from the Hap Gilliland 1000 Basic Words List.

This objective was not met.

Objective No. 3

The teachers will follow the techniques and procedures suggested in the SRA Individualized Reading Program.

Based on observations by the Site Director, this objective was met.

Objective No. 4

After having determined each students independent reading level through informal testing, the teachers will direct the students in selecting two books a month. The teachers will hold conferences to hear oral reports as outlined in the Scholastic program, or collect written reports for each book read.

Based upon individual student reading logs, and class observations by the Site Director, this objective was met.

Instruction/Testing Objectives---Product

Objective No. 1

As determined by the Iowa Silent Reading Test and Informal Reading Inventories, 75% of the students will increase their instructional reading level by two grade levels.

The Hawaii Reading Test was substituted for the ISRT just prior to pretesting in September. It had been expected that all 9th graders would attend an Intensive Summer Program during July and August of 1973. The program was cancelled for budgetary reasons. The ISRT would have been too difficult to administer to students just arriving from the Outer Island elementary schools. The Hawaii Reading Test, which was developed for 2nd language students and has test directions that are easier to follow, was administered in September and May. The results are not expressed in grade levels. This performance objective was not applicable for this year's program and will need to be rewritten to provide for more realistic measurement next year.

Objective No. 2

As determined by the Stanford Diagnostic Reading Test and Informal Diagnostic Reading Inventories, 75% of the students will improve 1.5 grade levels in areas of skill deficiency.

This objective was not met. The SDRT and the Informal Diagnostic Reading Inventories provided test results interpreted as "percent of mastery" and "mean score improvement." This objective will have to be rewritten to reflect these modes of interpretation.

Instruction/Testing Objectives---Process

Objective No. 1

The students will be administered alternate forms of the Iowas Silent Reading Test.

This objective was partially met. The Hawaii Reading Test was substituted for the ISRT. The Hawaii Reading Test was administered as the pre and port Reading Survey Test.

Objective No. 2

The students will be administered Informal Reading Inventories by their teachers.

This objective was met.

Objective No. 3

The students will be administered alternate forms of the Stanford Diagnostic Reading Test.

This objective was met. The SDRT, Level I, Forms W & X were administered.

Objective No. 4

The students will be administered Informal Diagnostic Reading Tests by their Teachers.

This objective was met.

Materials Development---Product

Objective No. 1

Supplementary skill building exercises will be developed.

This objective was not met. The objective is vague, not stating specifically what skill areas are to be emphasized. The objective must be rewritten.

Objective No. 2

Supplementary phonic exercises will be adapted.

Supplemental phonics materials were adapted by the Site Director.
(Copies of materials attached.)

Objective No. 3

Materials will be developed or adapted for Cloze testing.

Materials for Cloze testing were adapted. (Copies of Cloze tests attached.)

Materials Development Objectives---Process

Objective No. 1

The Site Director and teachers will identify areas of skill deficiency in which supplemental materials are needed.

Based on the minutes of the ELSAP meetings and conferences with individual teachers, this objective was met.

Objective No. 2

The Site Director will develop/adapt supplemental materials to meet the outlined needs.

This objective was met.

Recommendations

The recommendations tendered by the Project Staff are:

1. The Informal Testing was too time consuming; only the Roswell-Chall Word Analysis Test should be retained. The time spent administering all the other Informal Reading Inventories (Roswell-Chall Auditory Blending Test, Gilmore Oral Reading Test, Basic Sight Word Test, Cloze Test) could be put to better use teaching Phonics and Reading Comprehension Skills.
2. The SRA Individualized Reading Program should serve many purposes. It will give systematic silent reading instruction to the whole class, provide time for teachers to administer Informal Inventories, and will free the teacher to offer individual or small group review/revisional instruction to the weaker students. The SRA Power Builder Program should be deemphasized late in the first quarter to allow more time for Phonics and Reading Comprehension instruction.
3. The Cloze Tests added little to what was already know about the students. They were challenging for nearly all students and would make excellent exercises for teaching context.

4. Too much time was spent in record keeping. There is a need for an alphabetized class list with the necessary columns provided for rapid recording of exercise results.
5. The Phonics materials must be started early in the first quarter, immediately following the Roswell-Chall Word Analysis Test. A sequenced set of Phonics materials with numerous revisions and reviews must be developed. The Phonic materials already developed must be revised and expanded.
6. The Library Kits should be introduced after Thanksgiving vacation. The teachers need to concentrate more on helping the students choose books on their independent reading level. The book report form should be revised.
7. The weaker students need more small group and individualized teacher directed instruction, which can be coordinated with SRA.
8. There is a great need for a Marshallese/English dictionary. Need to find some way to get copies printed and distributed.
9. That the ELSAP program be continued into the 10th grade and that the materials be sequenced to go on through the 10th grade.
10. That additional materials be made available to attract students to do more independent reading.
11. Need to teach Reading Comprehension Skills. Should start in the second quarter and continue to the end of the school year.
12. Should offer in-service training courses to the Project Staff. These courses could be taken for college credit, maybe through CCM or through a U.S. University offering extension courses.

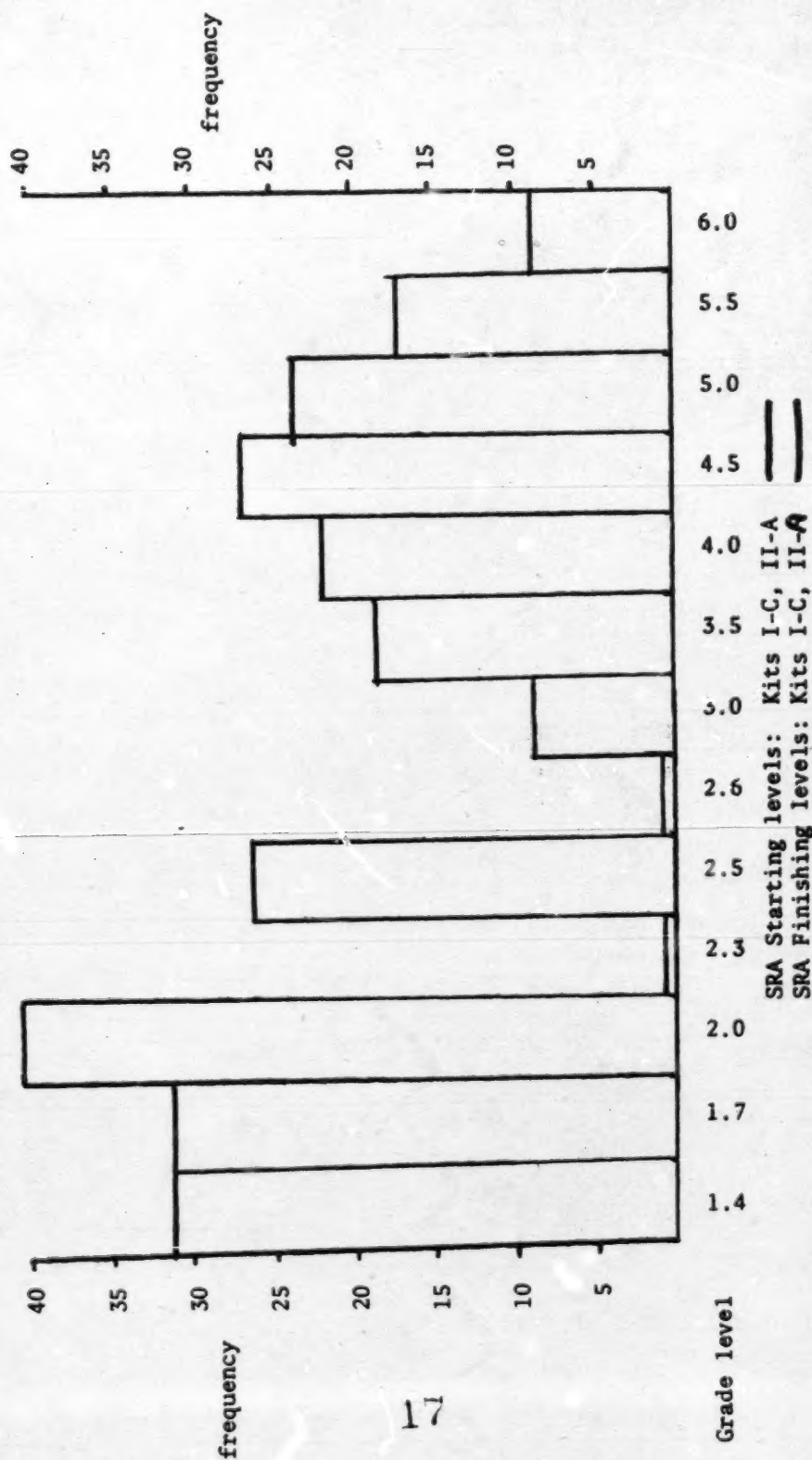
APPENDICES

- A. MATERIAL COVERED BY MIHS TARGET GROUP IN SRA KITS I-C; II-A.
- B. HISTOGRAMS OF HAWAII READING TEST RESULTS FOR TARGET AND CONTROL GROUPS.
- C. HISTOGRAMS OF STANFORD DIAGNOSTIC READING TEST FOR MIHS TARGET GROUP.
- D. HISTOGRAMS OF STANFORD DIAGNOSTIC READING TEST FOR MIHS CONTROL GROUP.
- E. HISTOGRAMS OF STANFORD DIAGNOSTIC READING TEST FOR AHS TARGET GROUP.
- F. HISTOGRAM OF ROSWELL-CHALL WORD ANALYSIS TEST FOR MIHS TARGET GROUP.
- G. COMPARATIVE SUMMARY OF TEST RESULTS FOR EACH GROUP.

Appendix A

A Frequency Histogram of the distribution of SRA Starting Grade Levels and the SRA Finishing Grade Levels of the MIHS Target Group for the 1973 School Year

TABLE 1



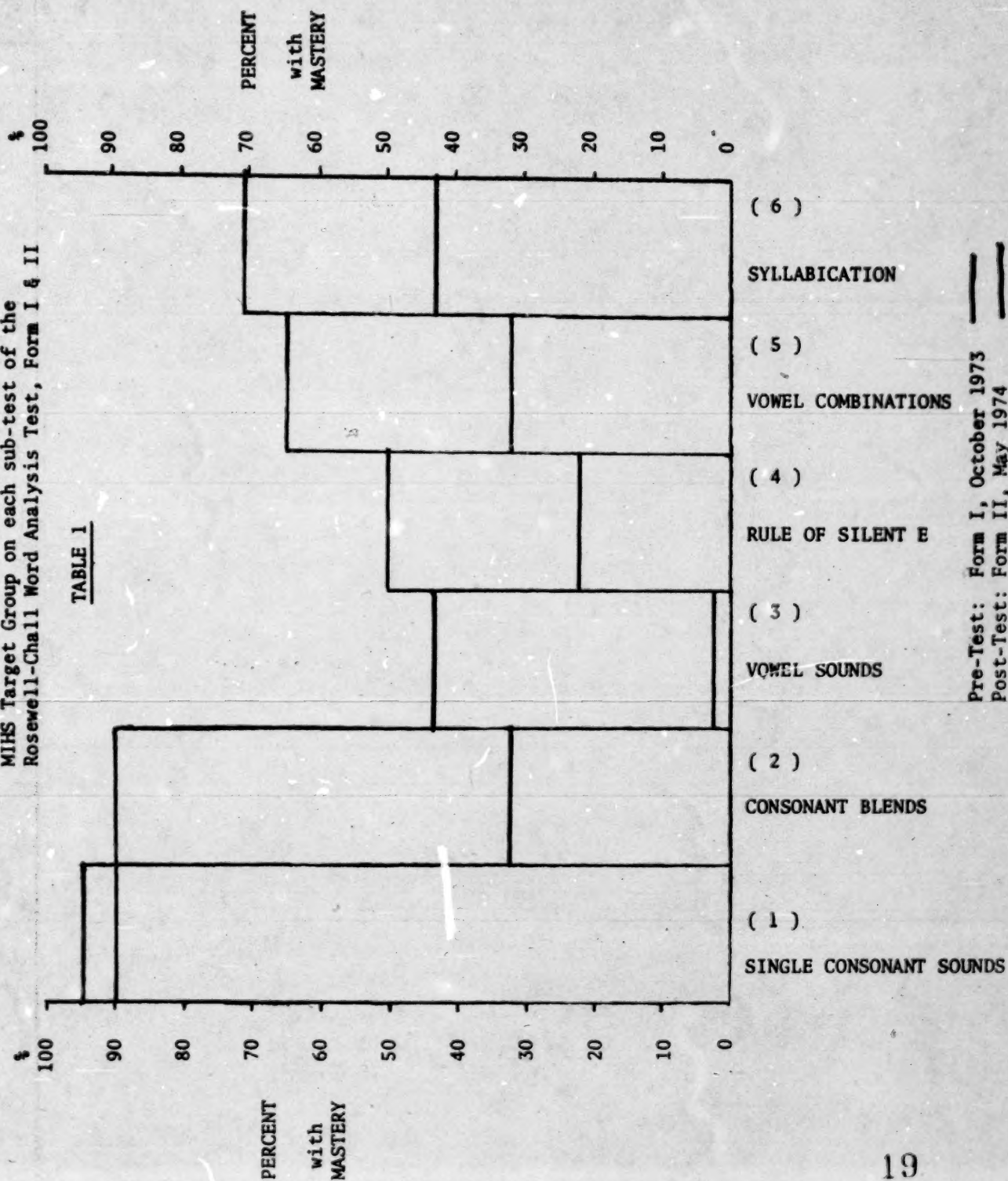
ATTACHMENTS

1. HAWAII READING TEST
2. STANFORD DIAGNOSTIC READING TEST, LEVEL I, FORMS X & X
3. ROSWELL-CHALL AUDITORY BLENDING TEST
4. ROSWELL-CHALL WORD ANALYSIS TEST, FORMS I & II
5. BASIC SIGHT WORD TEST
6. GILMORE ORAL READING TEST
7. MIHS ENGLISH ENTRANCE TEST
8. COPIES OF ALL PHONIC MATERIALS
9. COPIES OF THE CLOZE TESTS

Appendix F

A Histogram displaying the pretest and posttest "percent with mastery" of the MIHS Target Group on each sub-test of the Rosewell-Chall Word Analysis Test, Form I & II

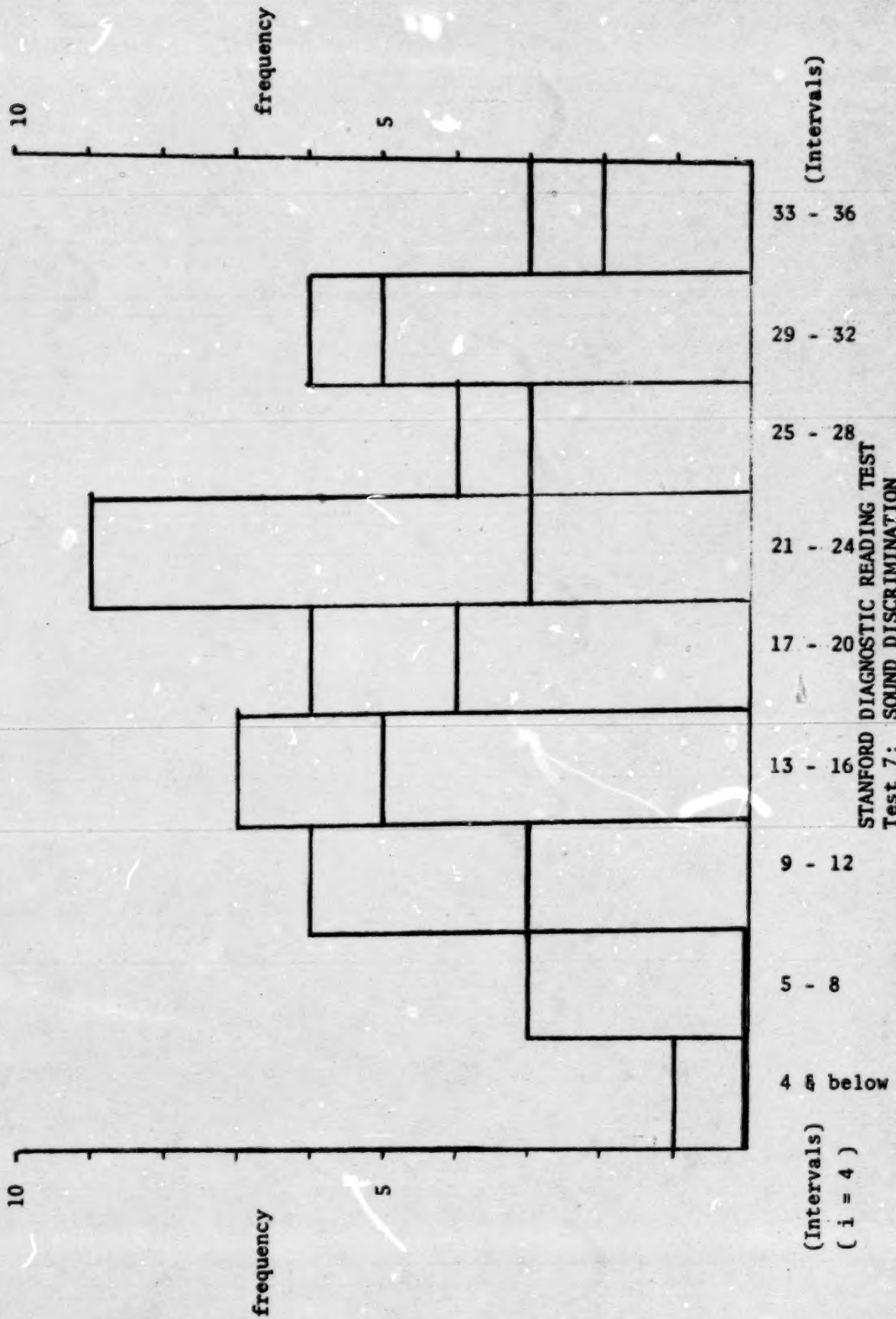
TABLE 1



Pre-Test: Form I, October 1973
Post-Test: Form II, May 1974

A frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 7: Sound Discrimination

Appendix E
Table 7

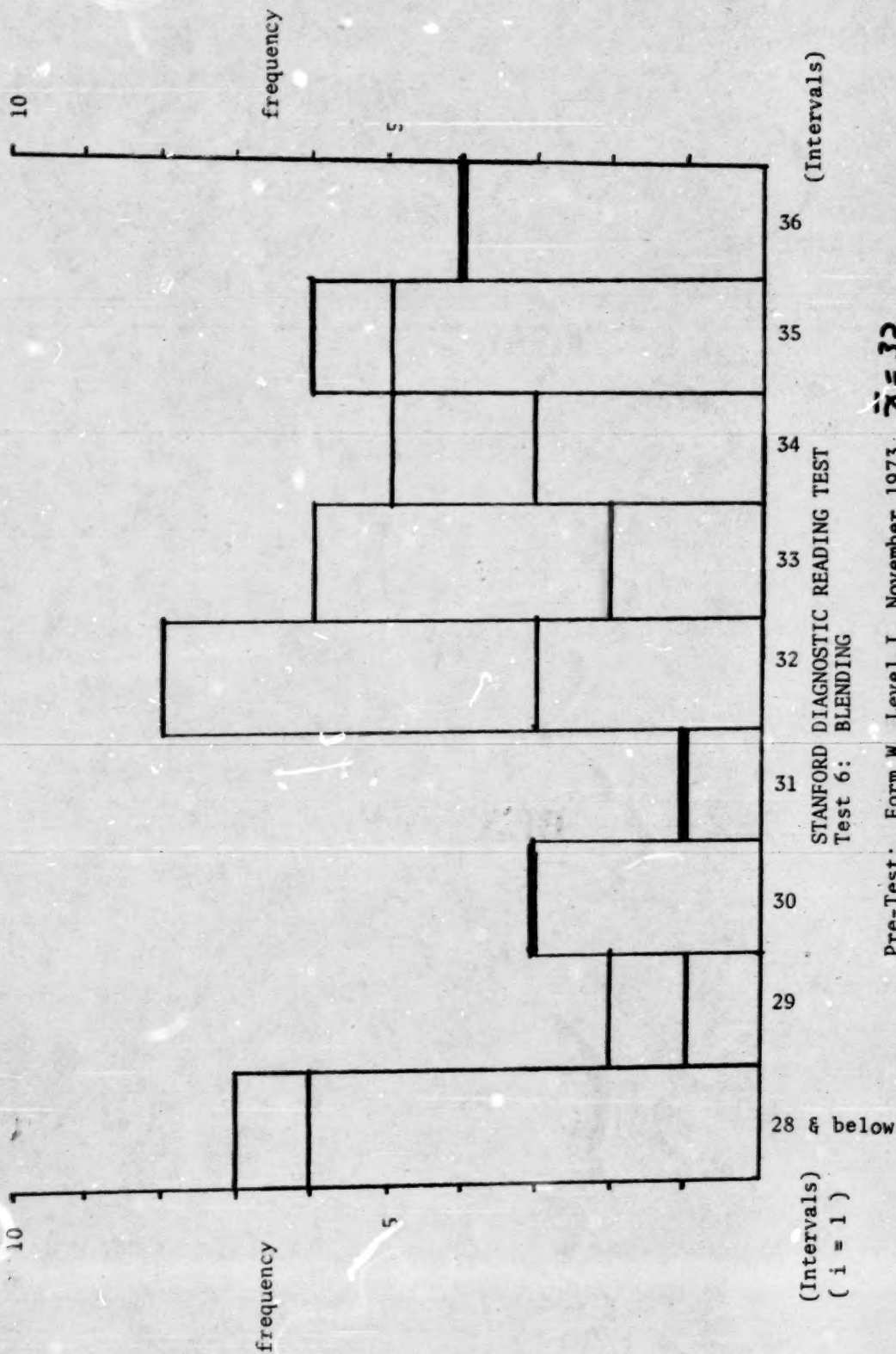


Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

$\bar{x} = 19$
 $\bar{x} = 22$

A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group or the SDRT, Test 6: Blending

Appendix E Table 6



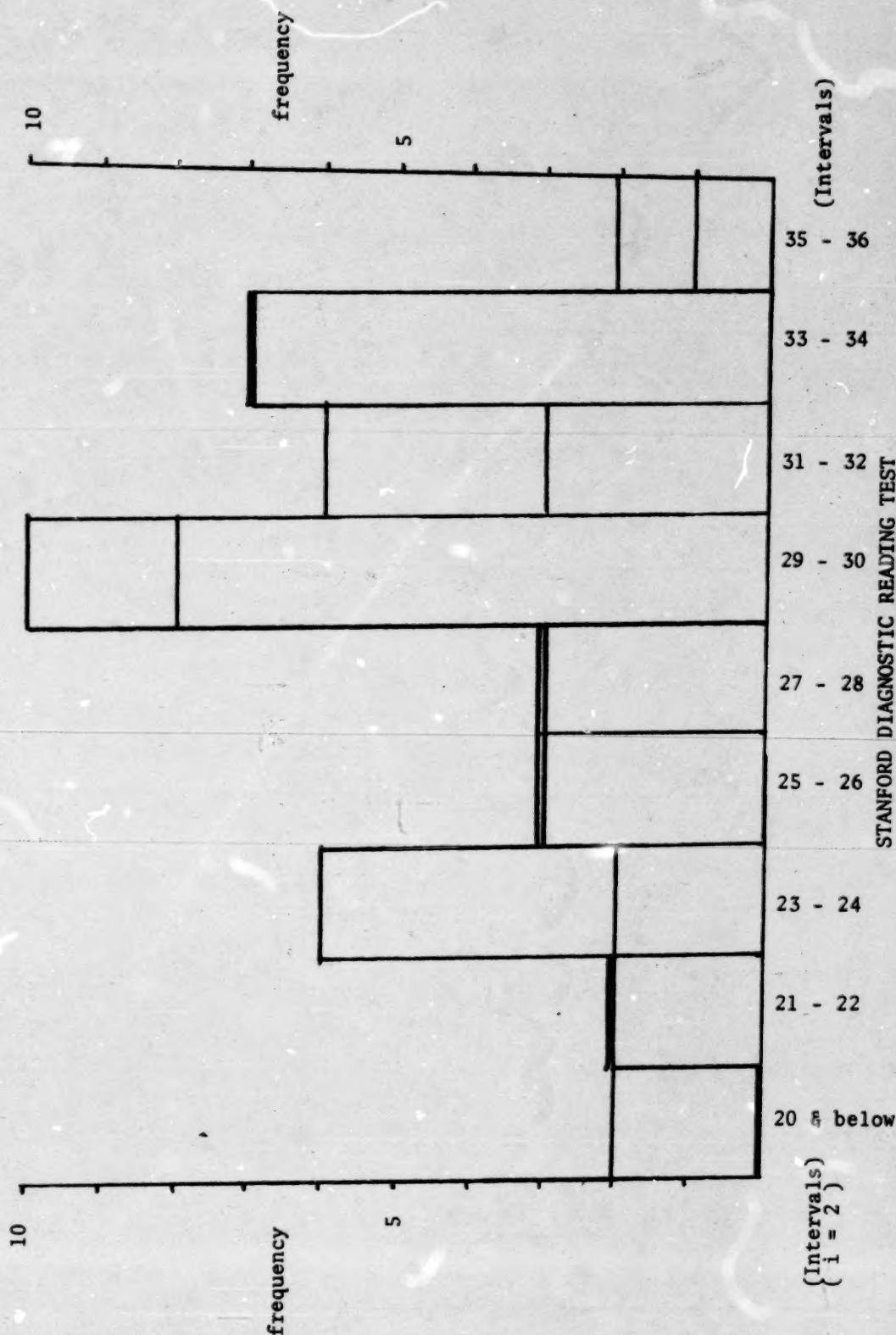
$$\bar{X} = 32$$

$$\bar{X} = 33$$

Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

Appendix E Table 5

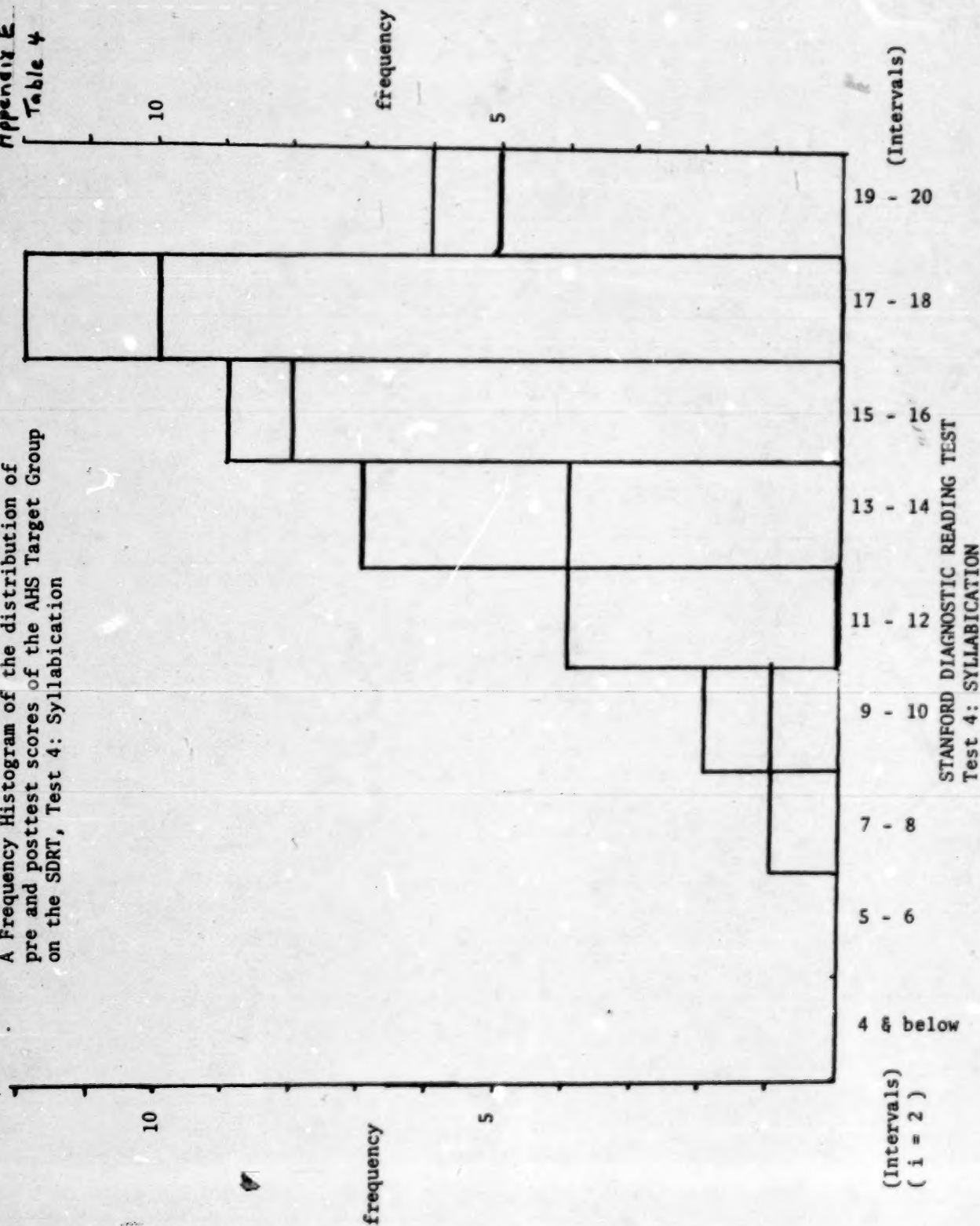
A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 5: Beginning and Ending Sounds



Pre-Test: Form W, Level I, November 1973 $\bar{x} = 29$
 Post-Test: Form X, Level I, May 1974 $\bar{x} = 29$

Appendix E Table 4

A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 4: Syllabication

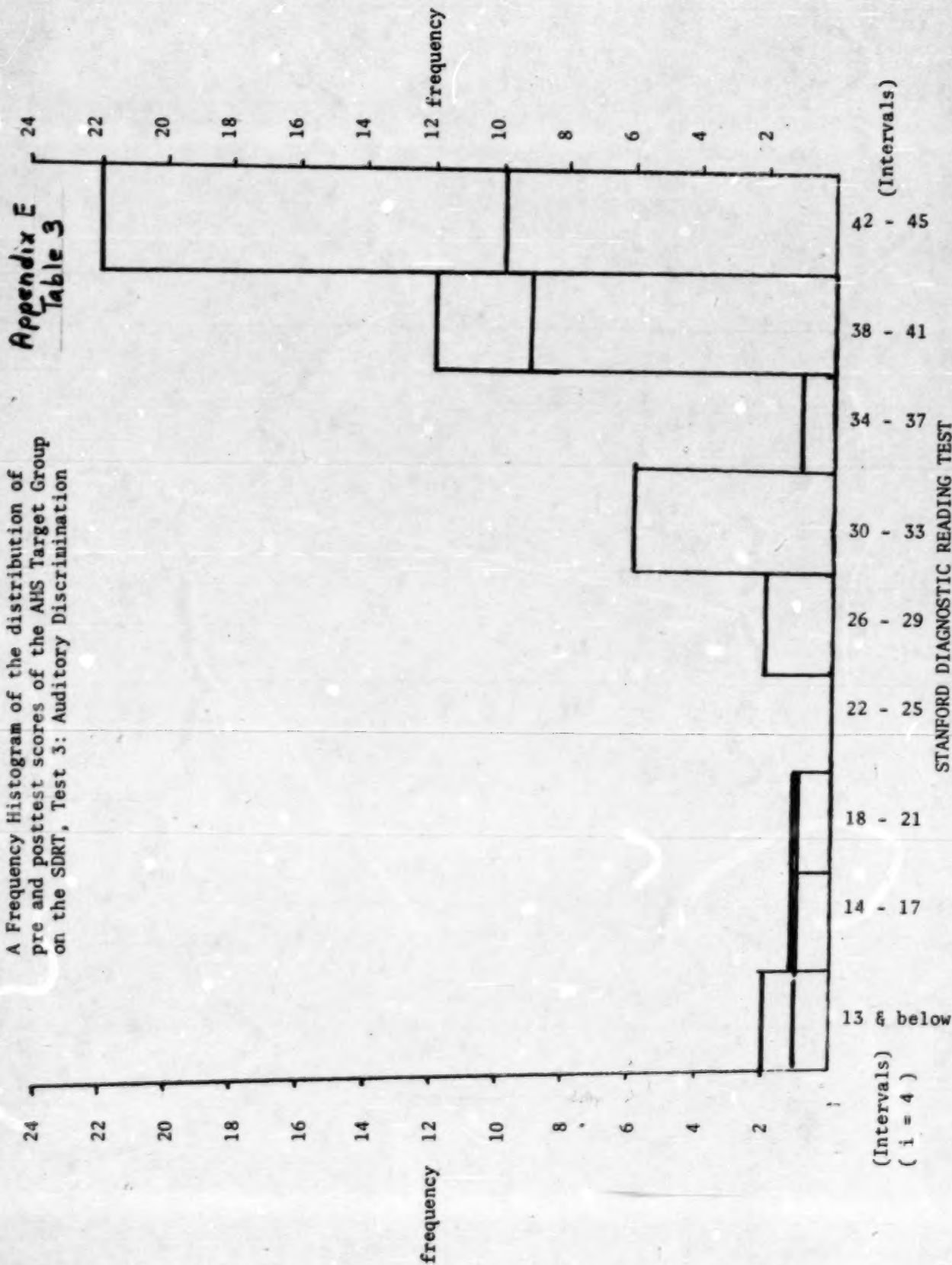


STANFORD DIAGNOSTIC READING TEST
Test 4: SYLLABICATION

Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

$\bar{x} = 16$
 $\bar{x} = 15$

A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 3: Auditory Discrimination

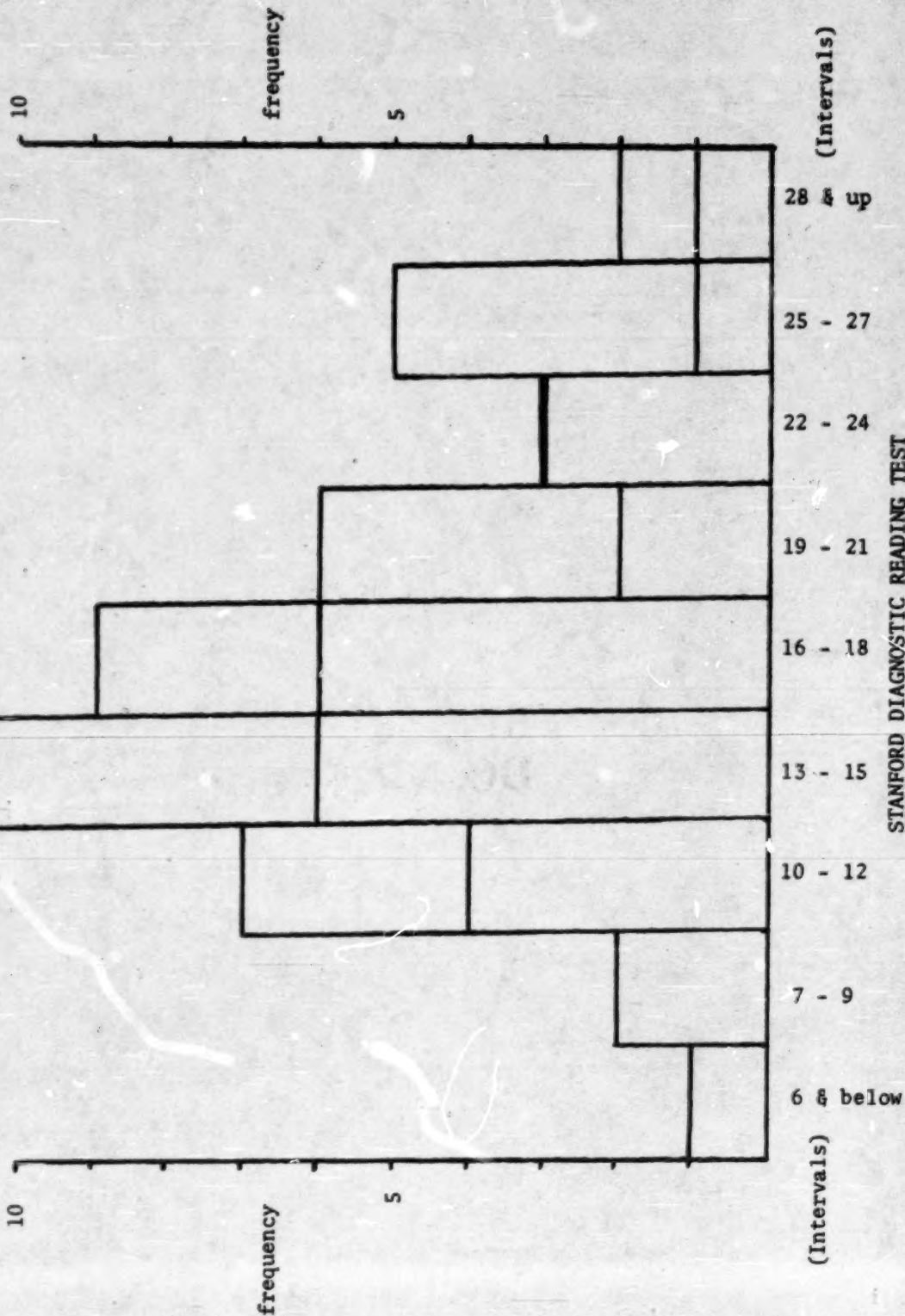


$\bar{X} = 35$
 $\bar{X} = 40$

Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

A Frequency Histogram of the distribution
of pre and posttest scores of the AHS
Target Group on the SDRT, Test 2:
Vocabulary

Appendix E Table 2

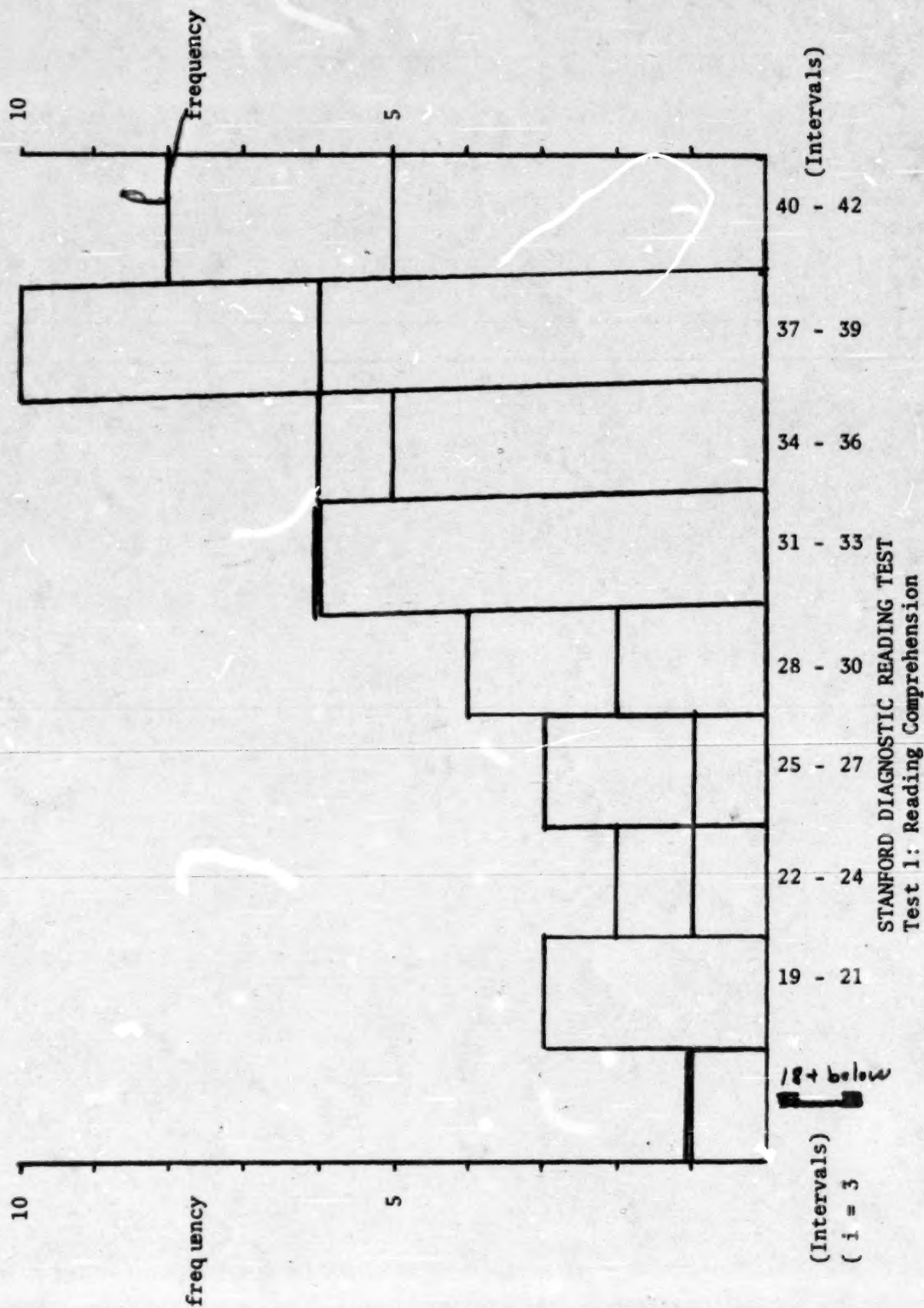


STANFORD DIAGNOSTIC READING TEST
Test 2: VOCABULARY

Pre-Test Form W, Level I, November 1973

$\bar{X} = 15$

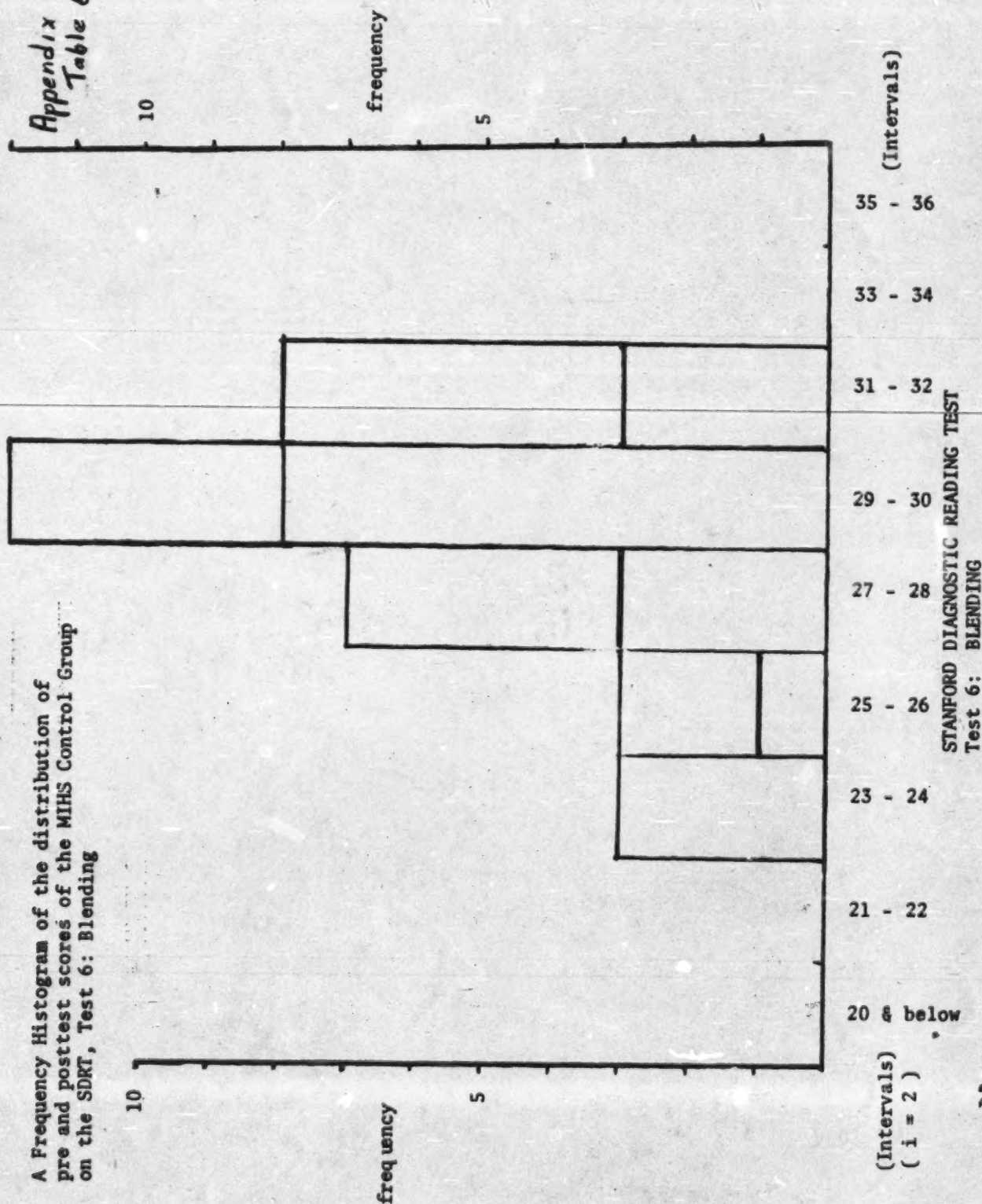
A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 1: Reading Comprehension



Pre-Test: Form W,, Level I, November 1973
Post-Test: Form X, Level I, May 1974

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 6: Blending

Appendix D
Table 6

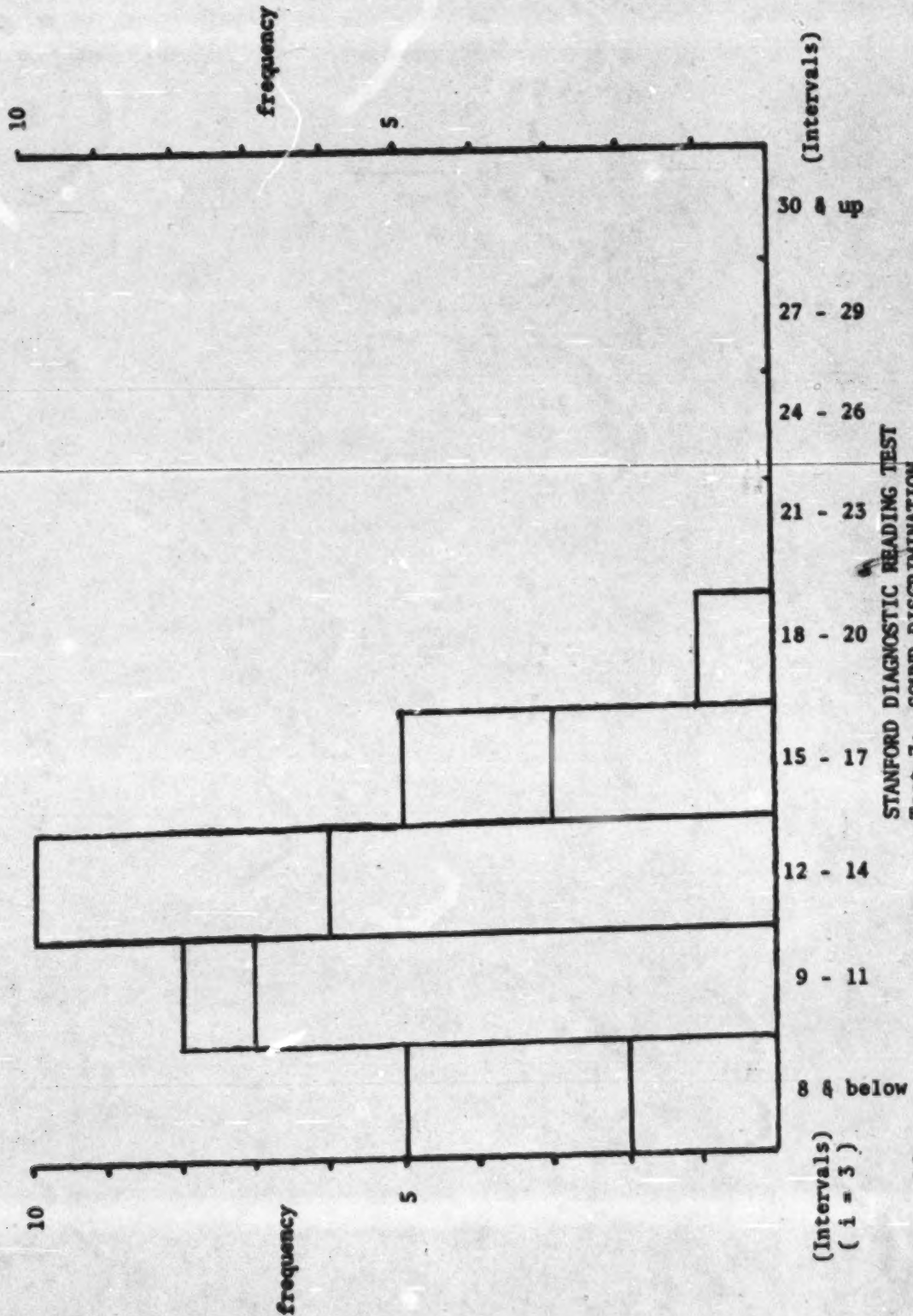


Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

$\bar{X} = 28$
 $\bar{X} = 30$

Appendix D Table 7

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 7: Sound Discrimination

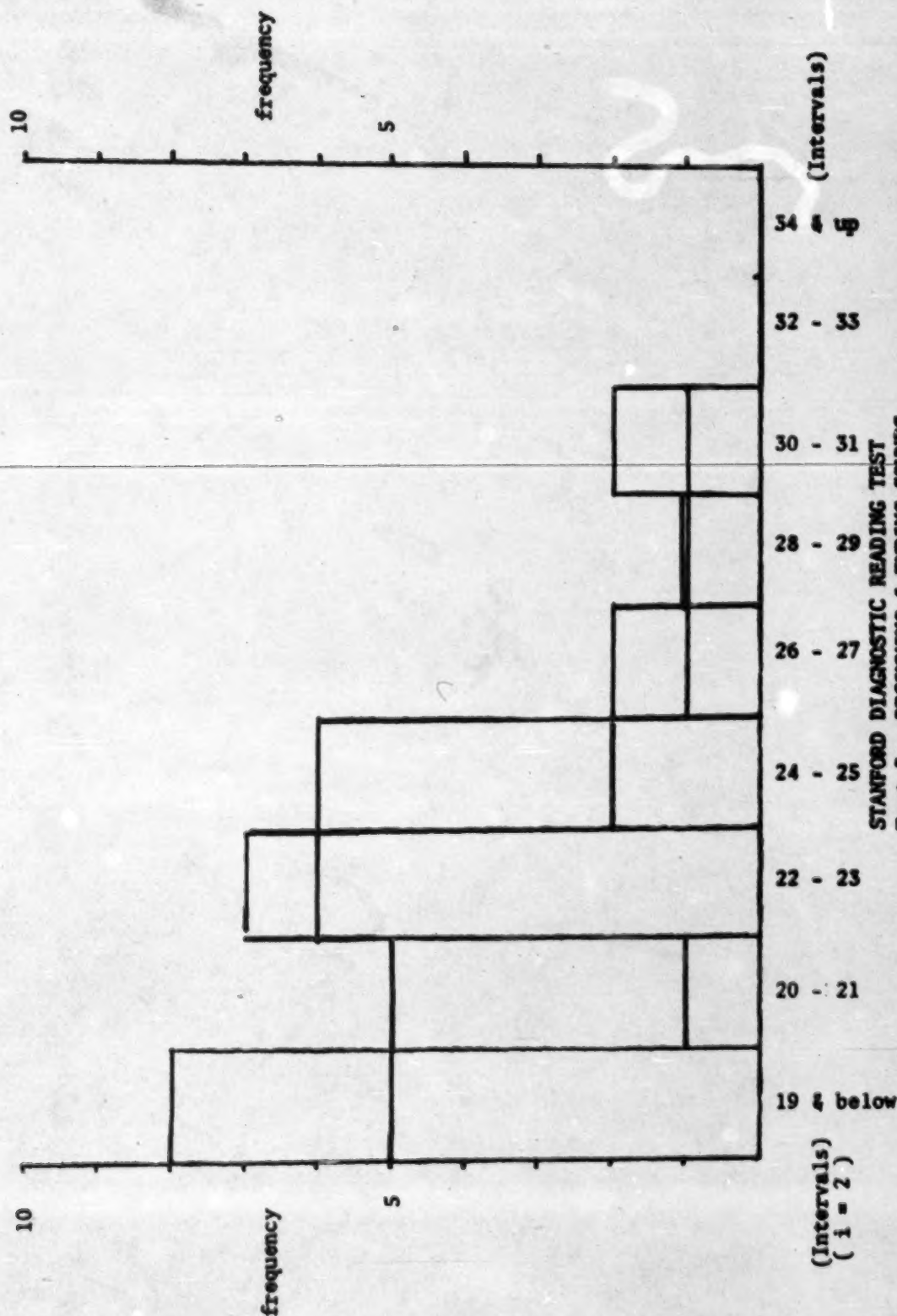


STANFORD DIAGNOSTIC READING TEST
Test 7: SOUND DISCRIMINATION

Pre-Test: Form W, Level I, November 1973 $\bar{X} = 11$
Post-Test: Form X, Level I, May 1974 $\bar{X} = 12$

Appendix D Table 5

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 5: Beginning and Ending Sounds

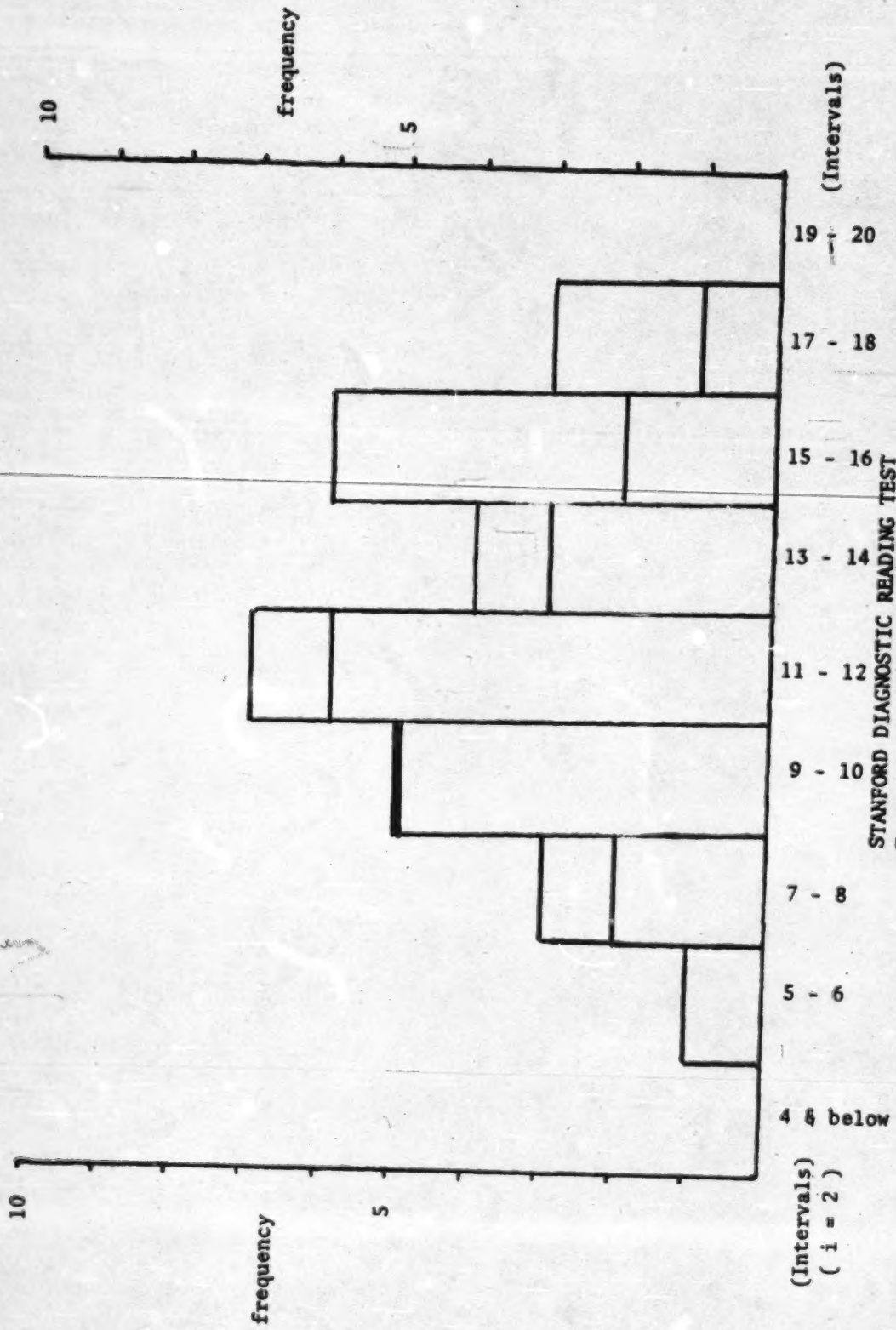


STANFORD DIAGNOSTIC READING TEST
Test 5: BEGINNING & ENDING SOUNDS

Pre-Test: Form W, Level I, November 1973 $\bar{X} = 21$
Post-Test: Form X, Level I, May 1974 $\bar{X} = 33$

Appendix D Table 4

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 4: Syllabication

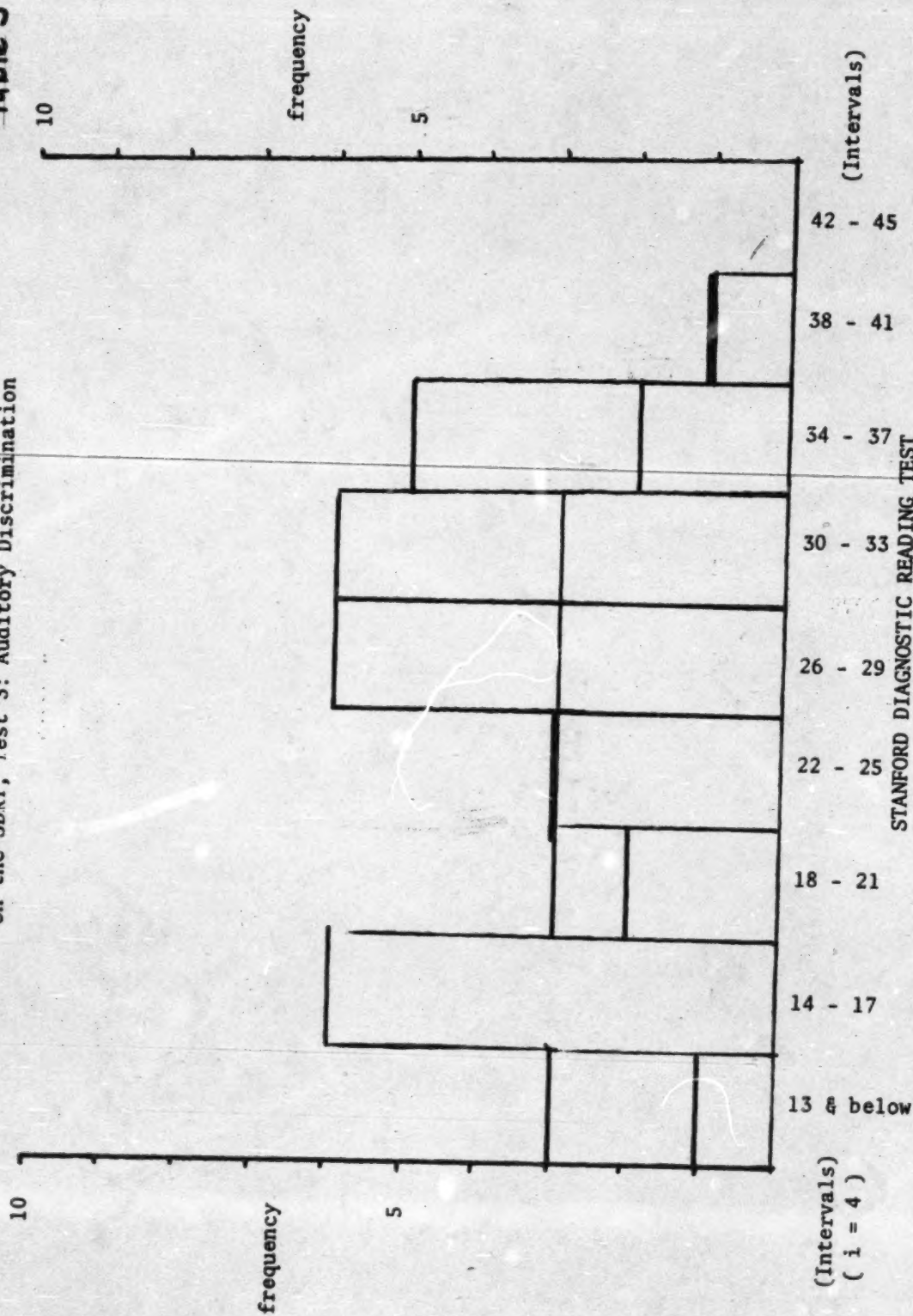


Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

$\bar{x} = 12$
 $\bar{x} = 12$

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 3: Auditory Discrimination

Appendix D
Table 3



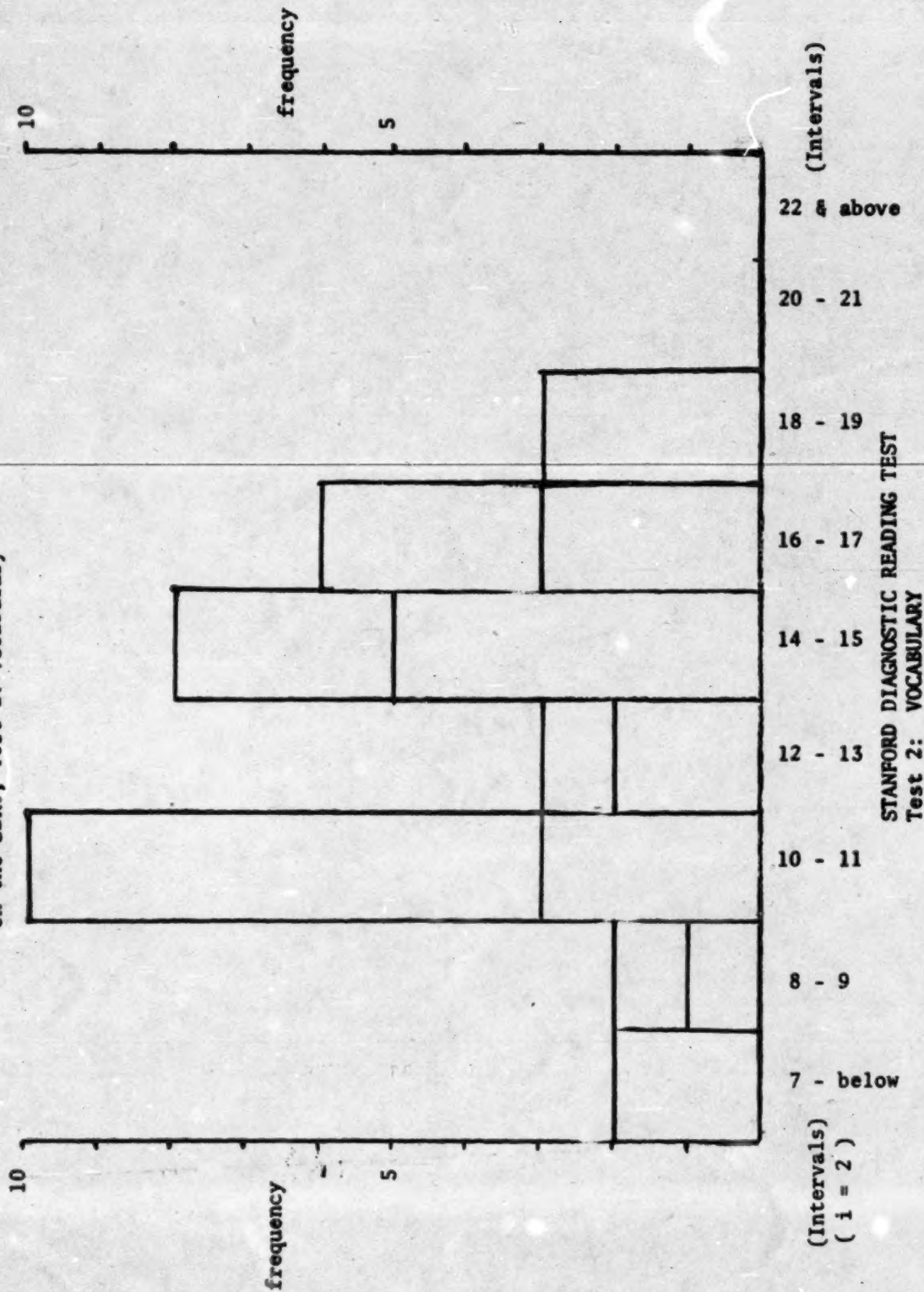
STANFORD DIAGNOSTIC READING TEST
Test 3: AUDITORY DISCRIMINATION

$\bar{x} = 22$
 $\bar{x} = 29$

Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 2: Vocabulary

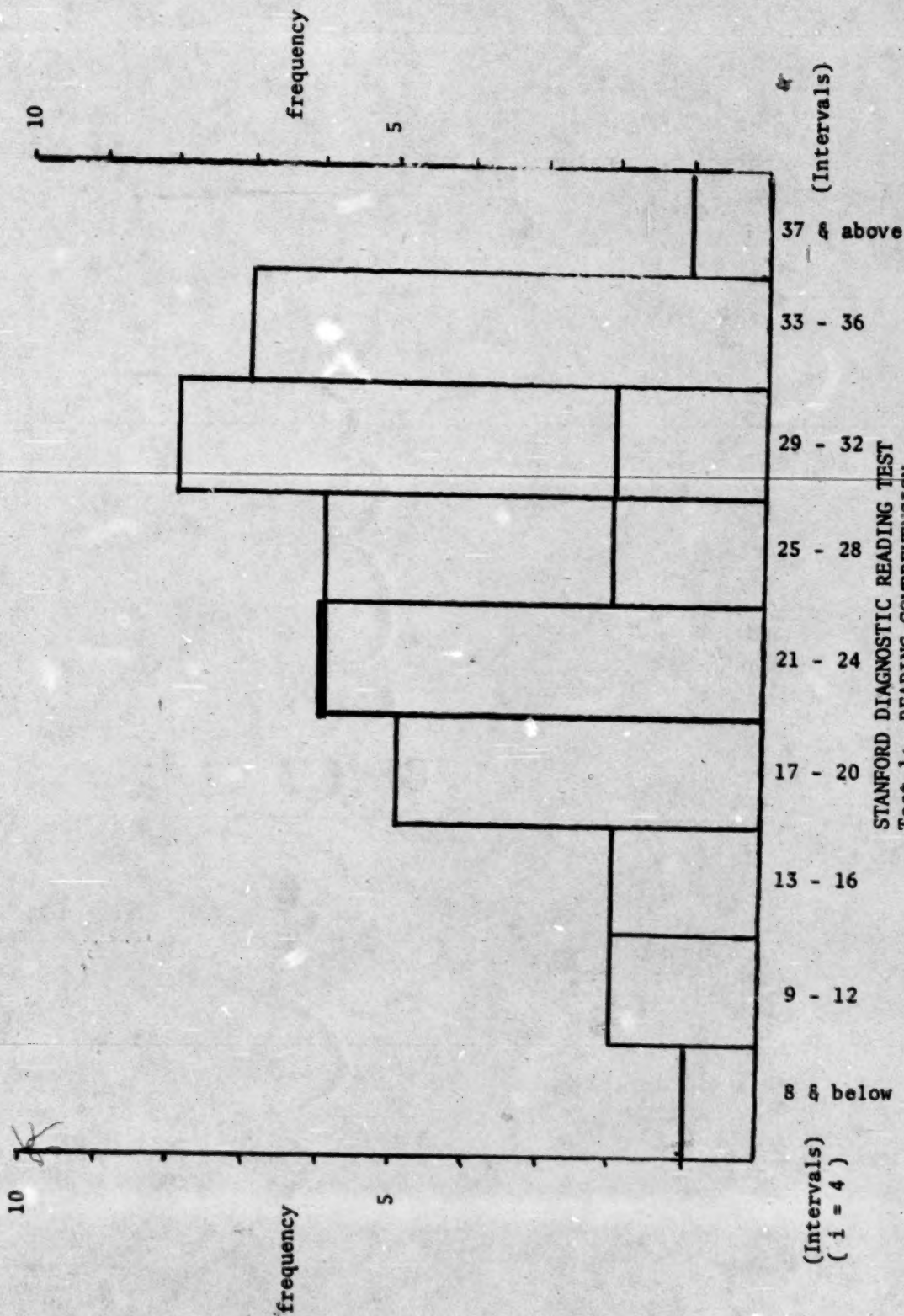
Appendix D
Table 2



Pre-Test: Form W, Level I, November 1973 $\bar{x} = 12$
 Post-Test: Form X, Level I, May 1974 $\bar{x} = 14$

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 1: Reading Comprehension

Appendix D
Table 1



STANFORD DIAGNOSTIC READING TEST
Test 1: READING COMPREHENSION

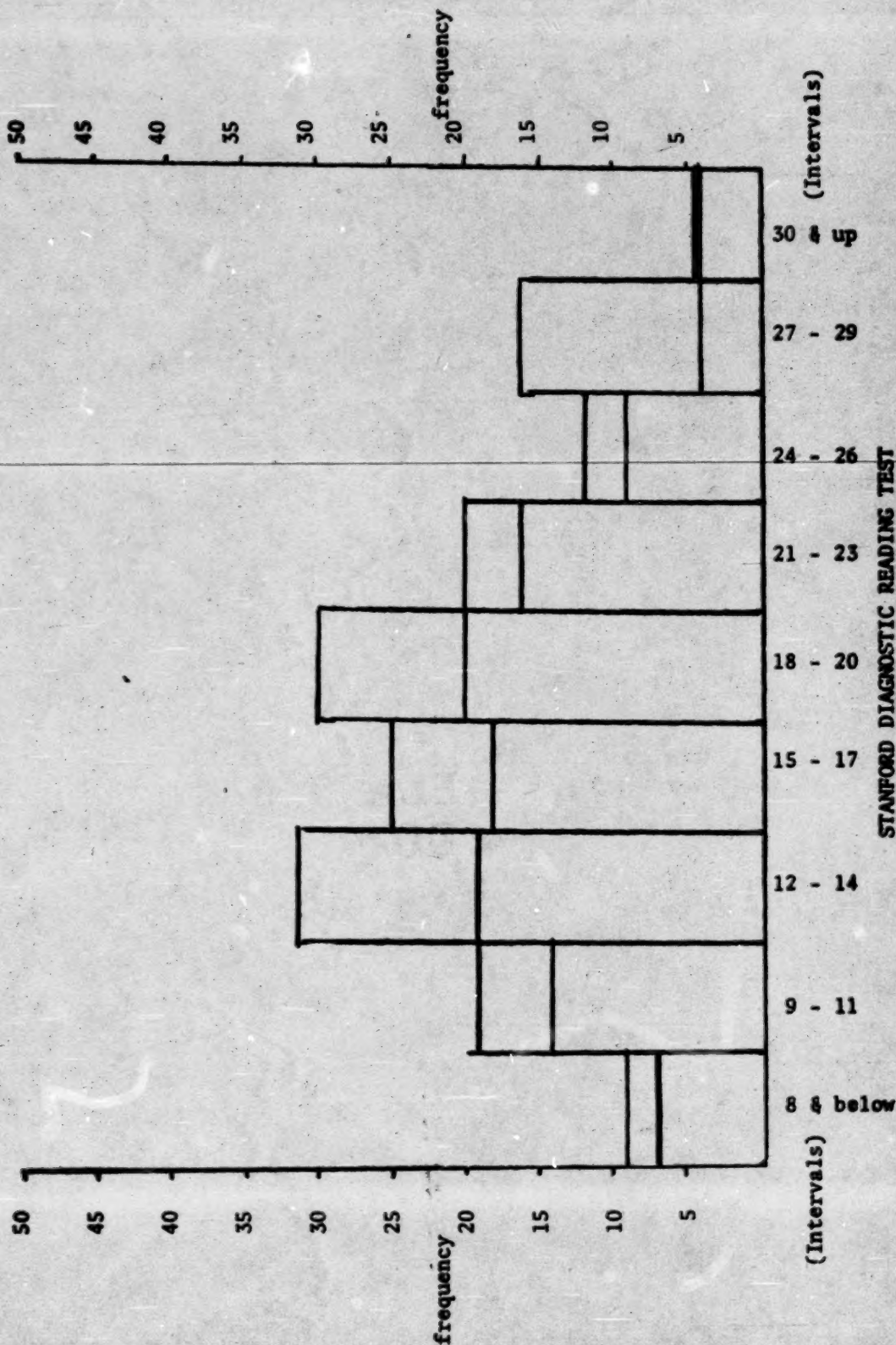
Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

$$\bar{x} = 21$$

$$\bar{x} = 30$$

Appendix C Table 7

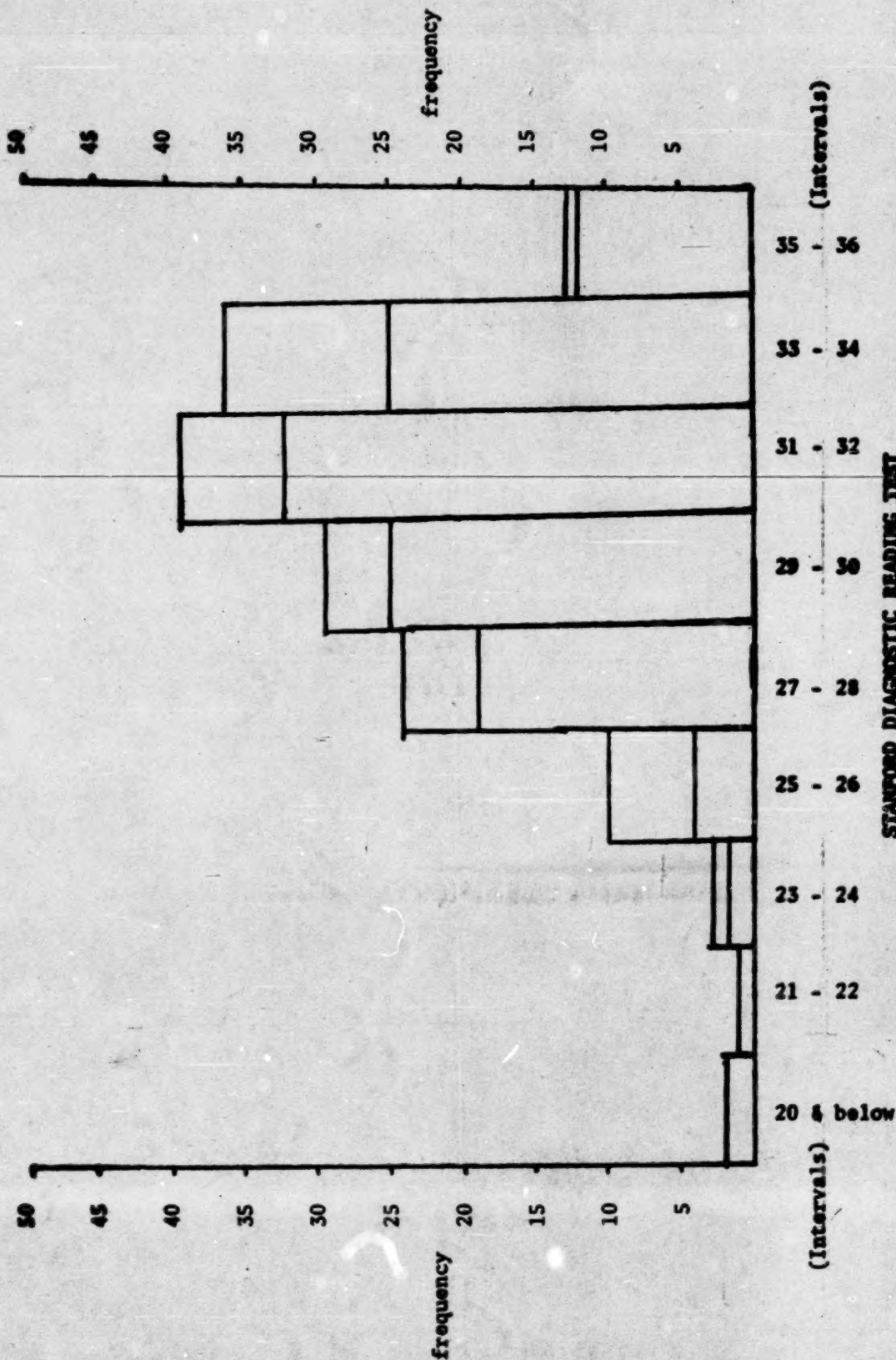
A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Target Group on the SDRT, Test 7: Sound Discrimination



Pre-Test: Form W, Level 1, November 1973
Post-Test: Form X, Level 1, May 1974

A Frequency Histogram of the distribution of pre and posttest scores of the MIMS Target Group on the SDRT, Test 6: Blending

Appendix C Table 6



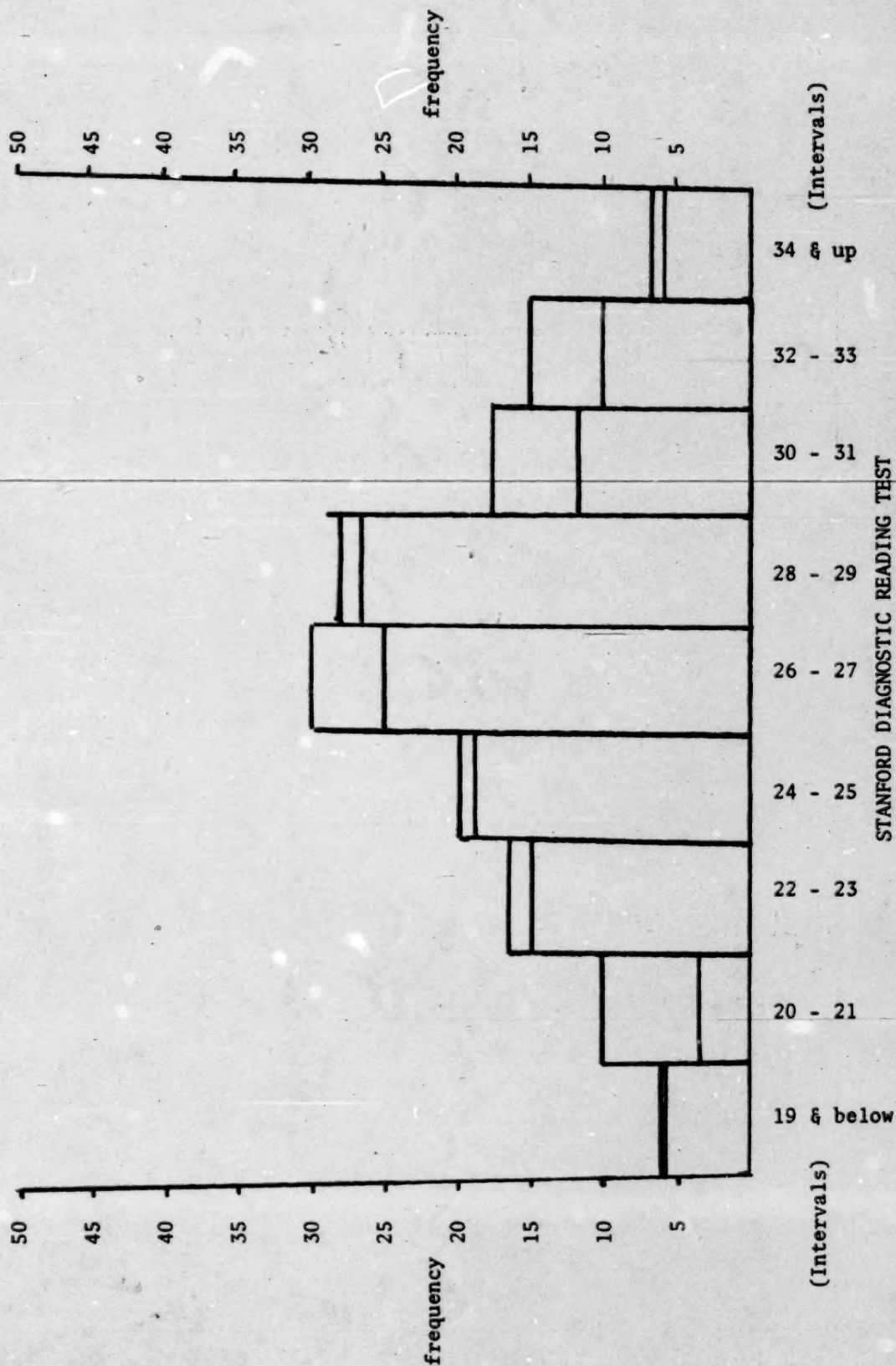
$$\bar{X} = 30$$

$$\bar{x} = 31$$

Pre-Test: Form W, Level 1, November 1973
Post-Test: Form X, Level 1, May 1974

Appendix C Table 5

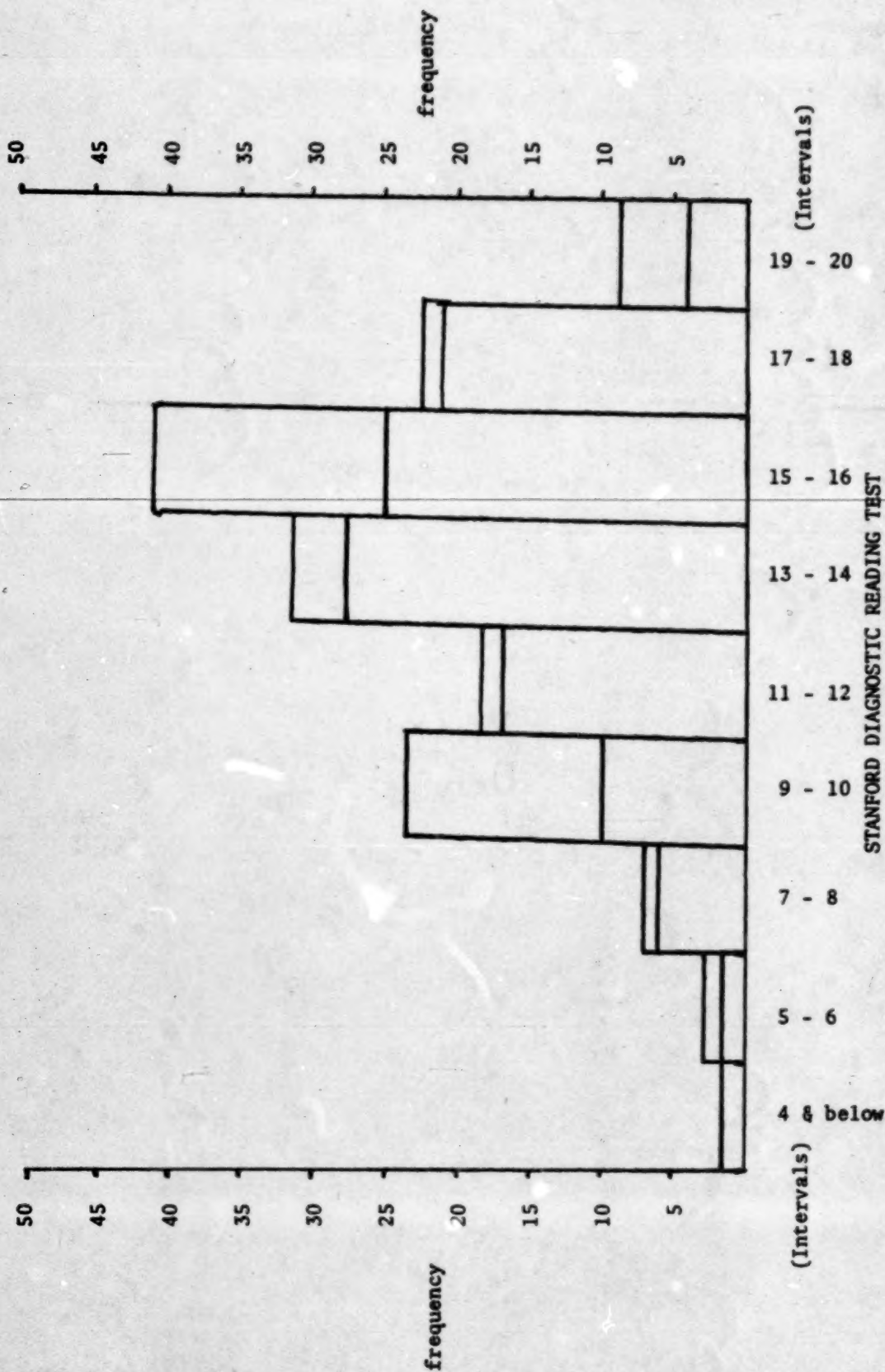
A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Target Group on the SDRT, Test 5: Beginning and Ending Sounds



Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

Appendix C Table 4

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Target Group on the SDRT, Test 4: Syllabication



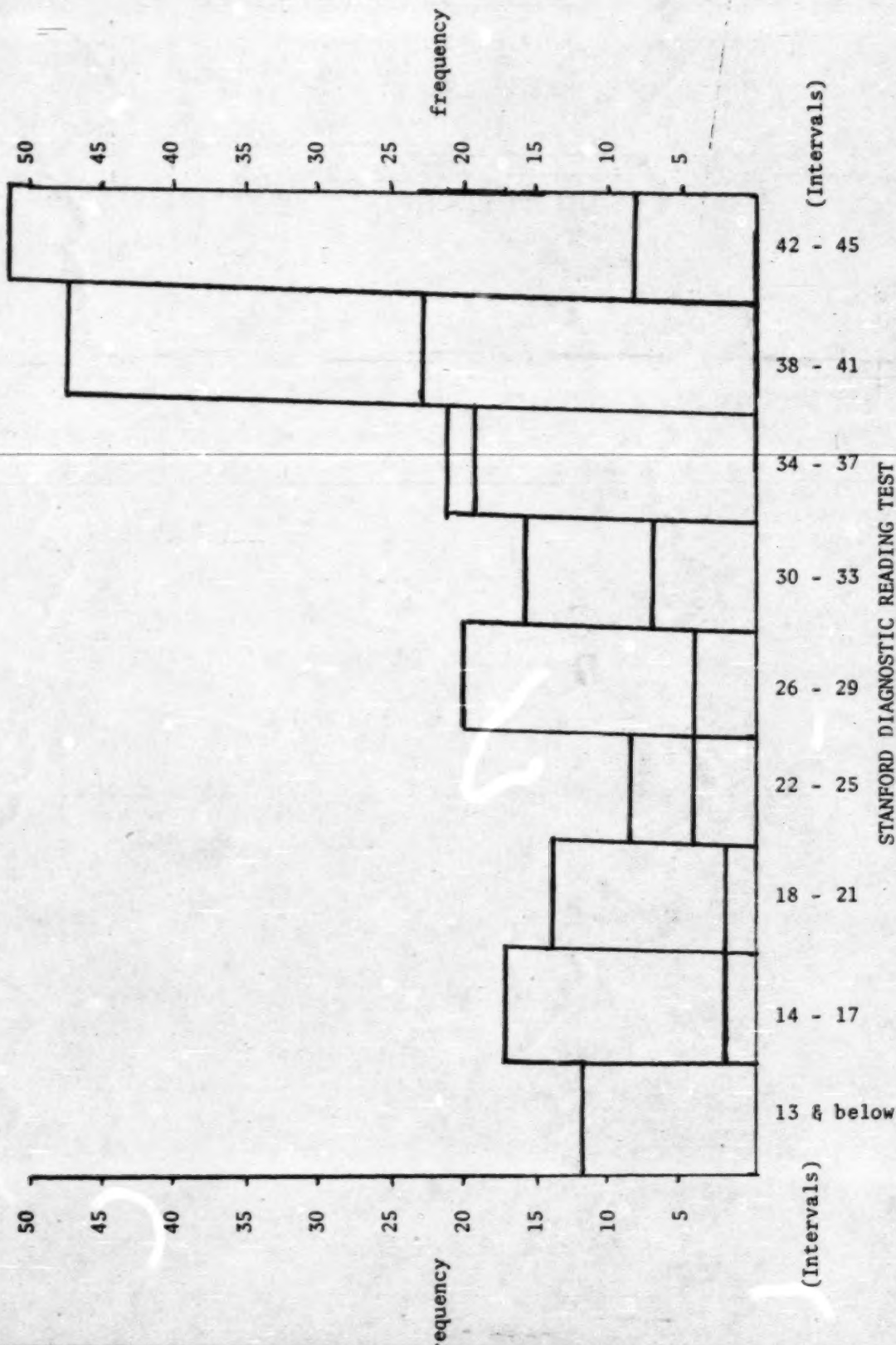
STANFORD DIAGNOSTIC READING TEST
Test 4: SYLLABICATION

Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

$\bar{X} = 13$
 $\bar{X} = 14$

Appendix C Table 3

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Target Group on the SDRT, Test 3: Auditory Discrimination



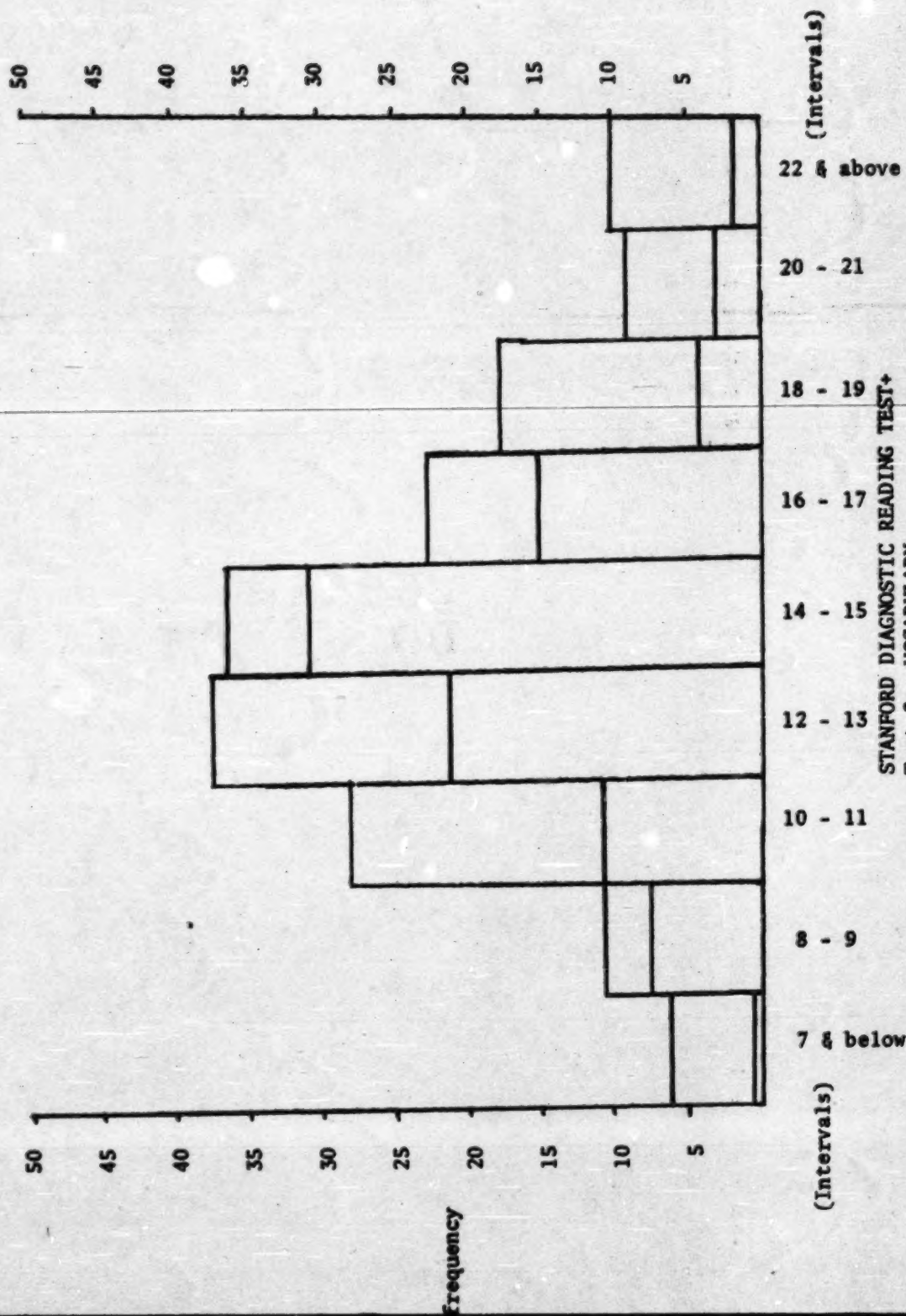
STANFORD DIAGNOSTIC READING TEST
Test 3: AUDITORY DISCRIMINATION

Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

$\bar{x} = 28$
 $\bar{x} = 38$

Appendix C Table 2

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Target Group on the SDRT, Test 2: Vocabulary

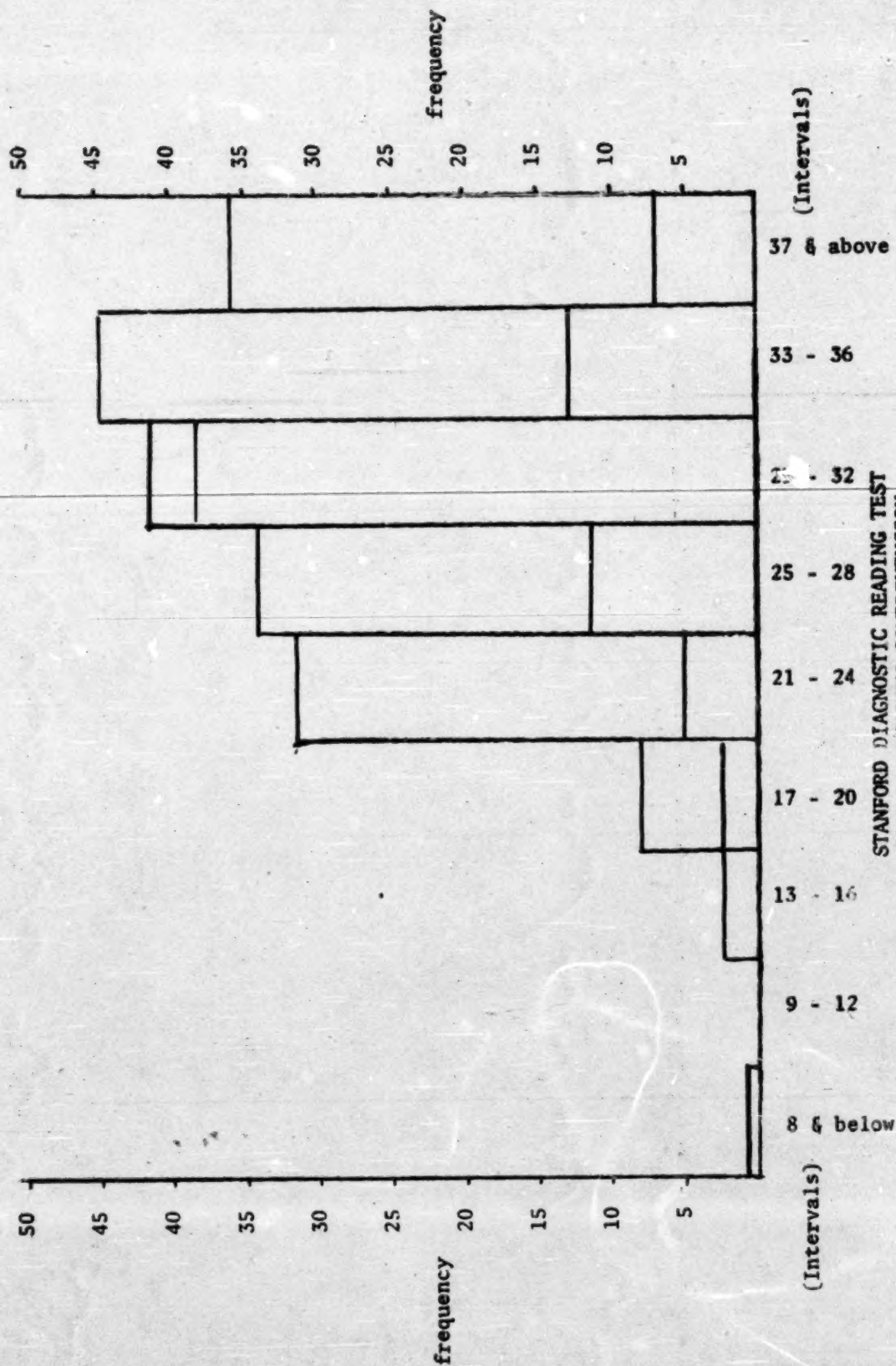


$\bar{x} = 13$
 $\bar{x} = 15$

STANFORD DIAGNOSTIC READING TEST+
Test 2: VOCABULARY
Pre-Test: Form W, Level I, November 1973
Post-Test: Form X, Level I, May 1974

Appendix C Table 1

A Frequency Histogram of the distribution of the pre and posttest scores of the MIHS Target Group on SDRT, Test 1: Reading Comprehension



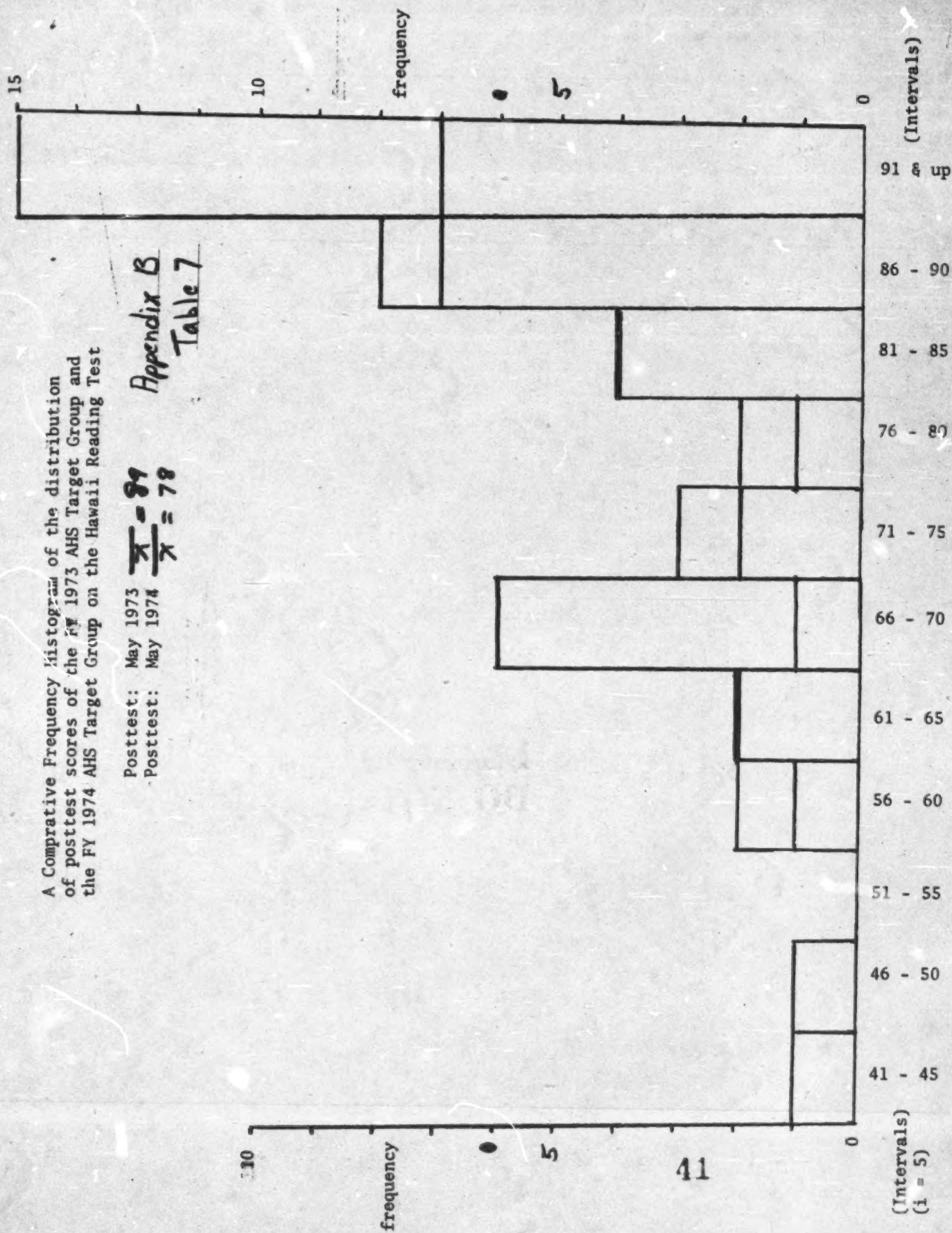
STANFORD DIAGNOSTIC READING TEST
Test 1: READING COMPREHENSION

Doc. Test: Form W Level 1 November 1973

A Comparative Frequency Histogram of the distribution of posttest scores of the FY 1973 AHS Target Group and the FY 1974 AHS Target Group on the Hawaii Reading Test

Posttest: May 1973 $\bar{x} = 89$
 Posttest: May 1974 $\bar{x} = 78$

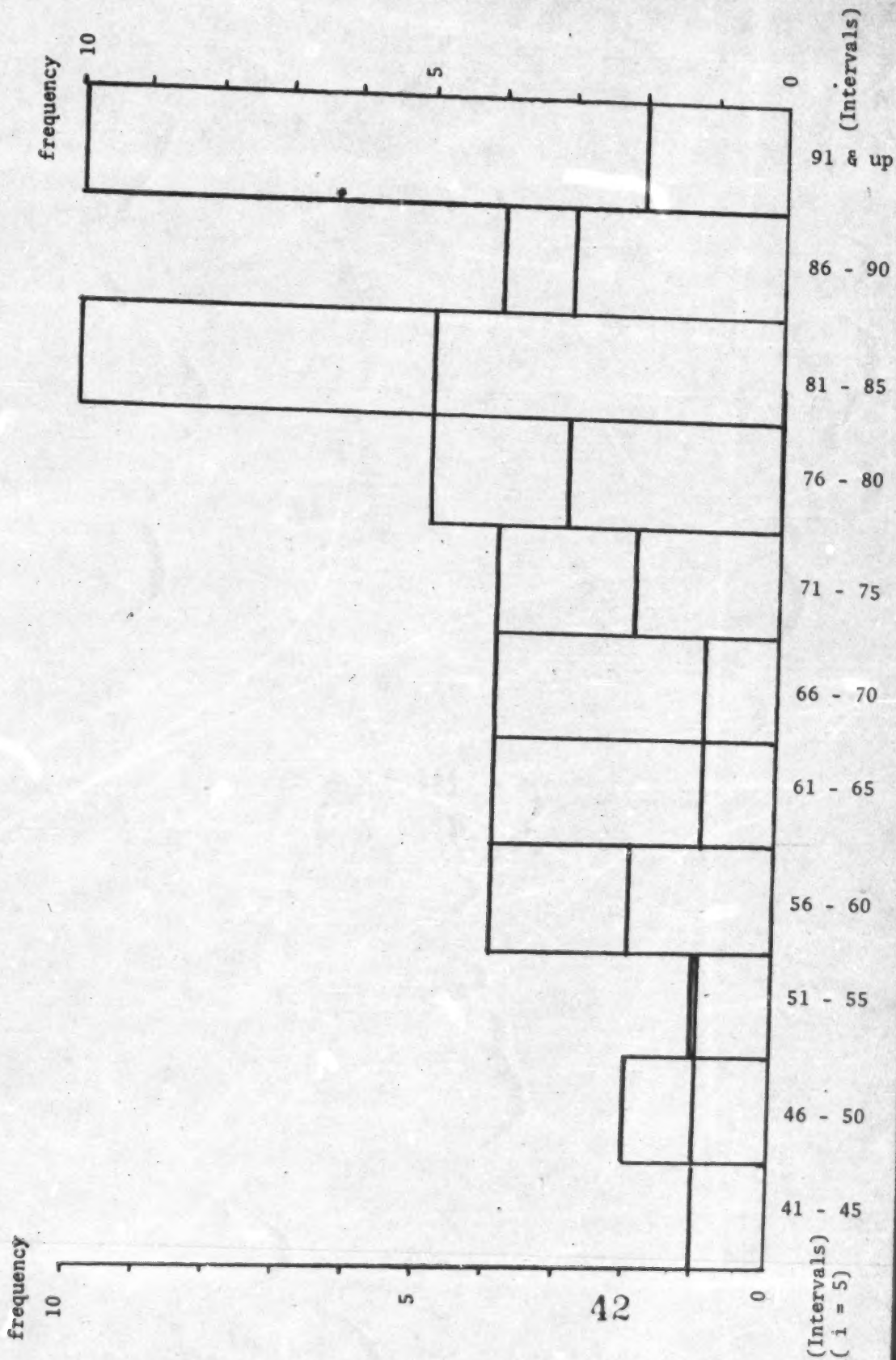
Appendix B
 Table 7



A Comparative Frequency Histogram of the distribution of pretest scores of the FY 1973 AHS Target Group and the FY 1974 AHS Target Group on the Hawaii Reading Test

Appendix B Table 6

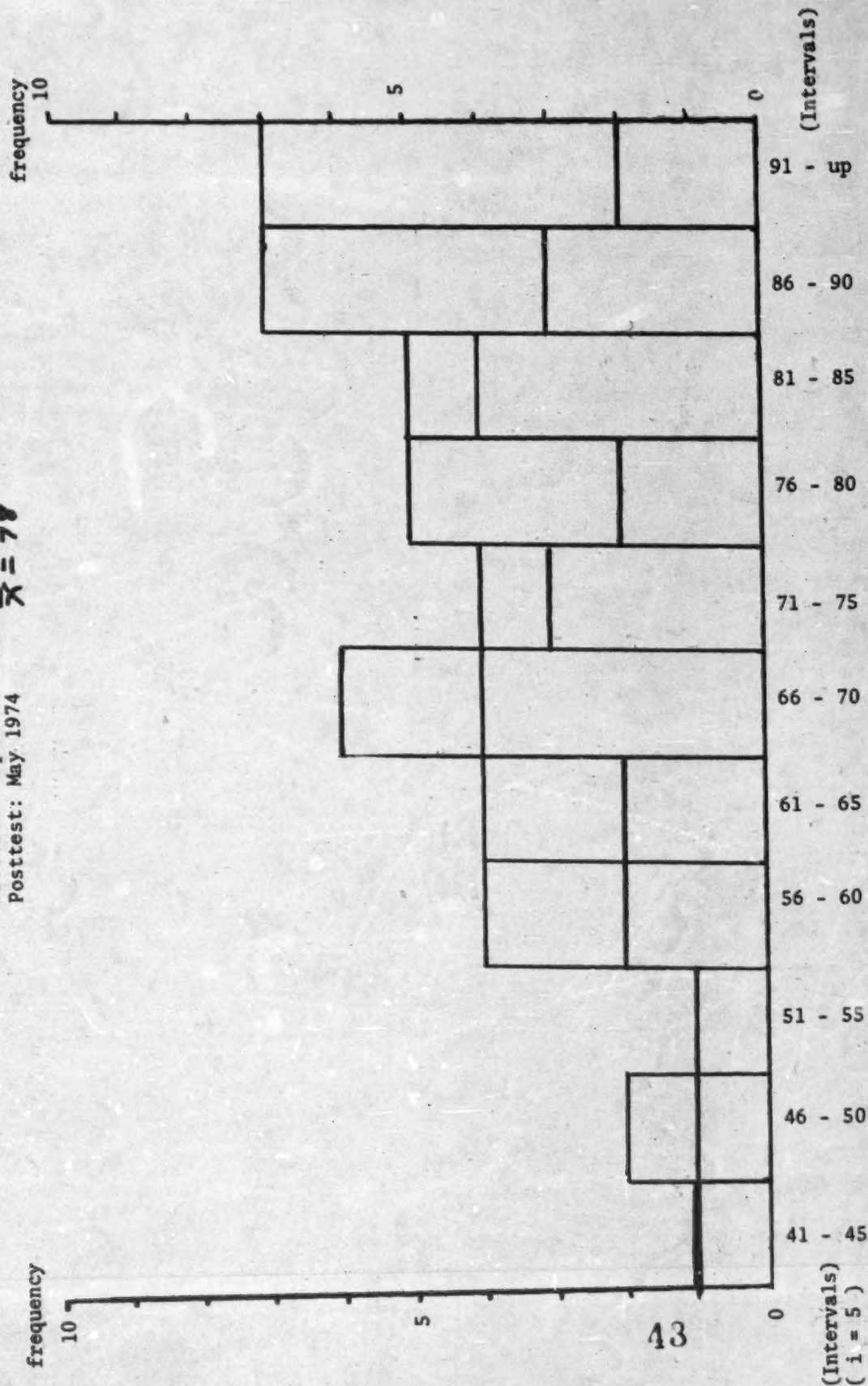
Pretest: September 1972 $\bar{X} = 84$
Pretest: September 1973 $\bar{X} = 71$



A Frequency Histogram of the distribution of
pretest--posttest scores of the AHS Target
Group on the Hawaii Reading Test.

Pretest: September 1973 $\bar{x} = 71$
Posttest: May 1974 $\bar{x} = 78$

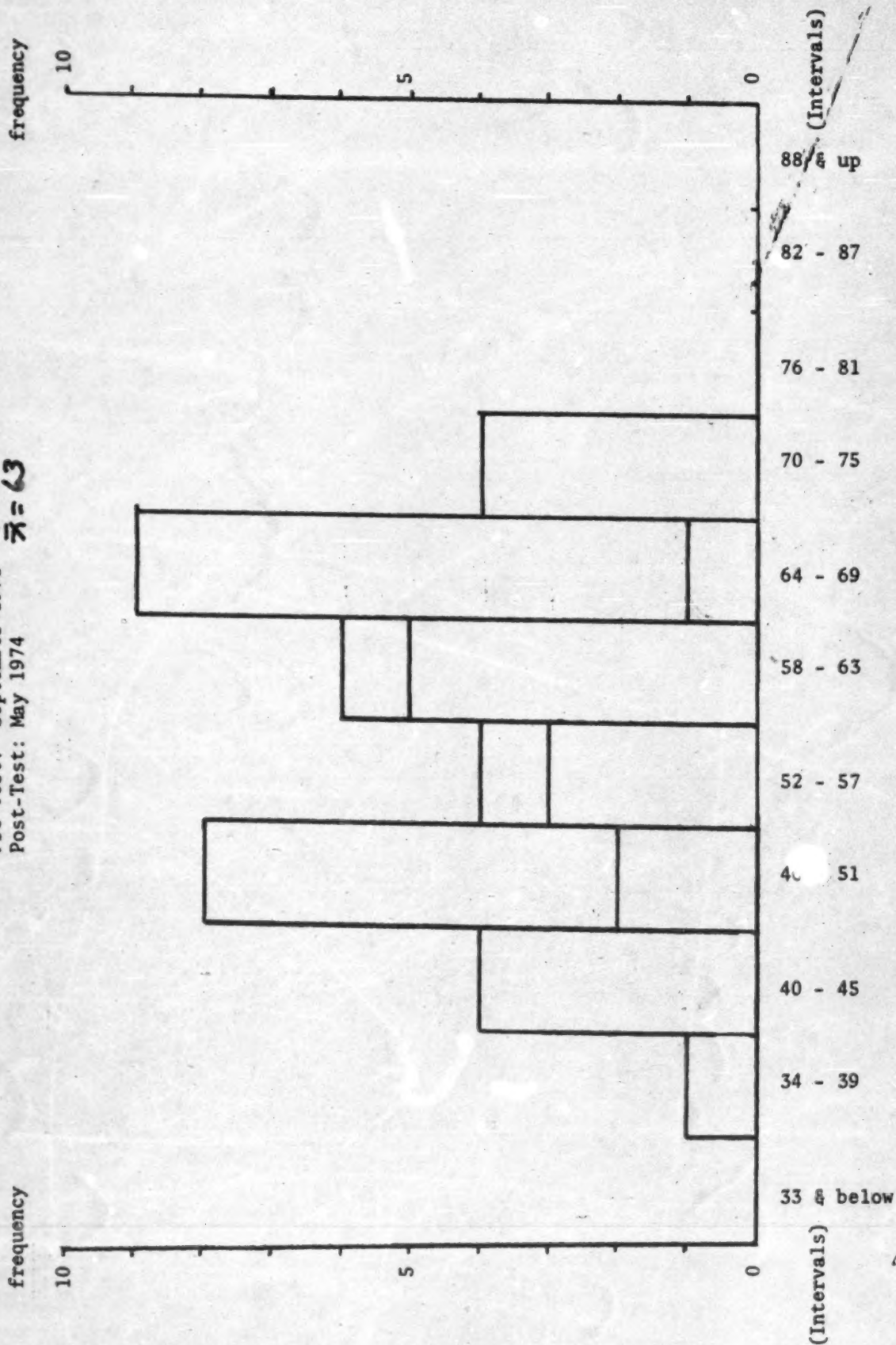
Appendix B Table 5



A Frequency Histogram of the distribution of
pretest--posttest scores of the MIHS Control
Group on the Hawaii Reading Test

Appendix B Table 4

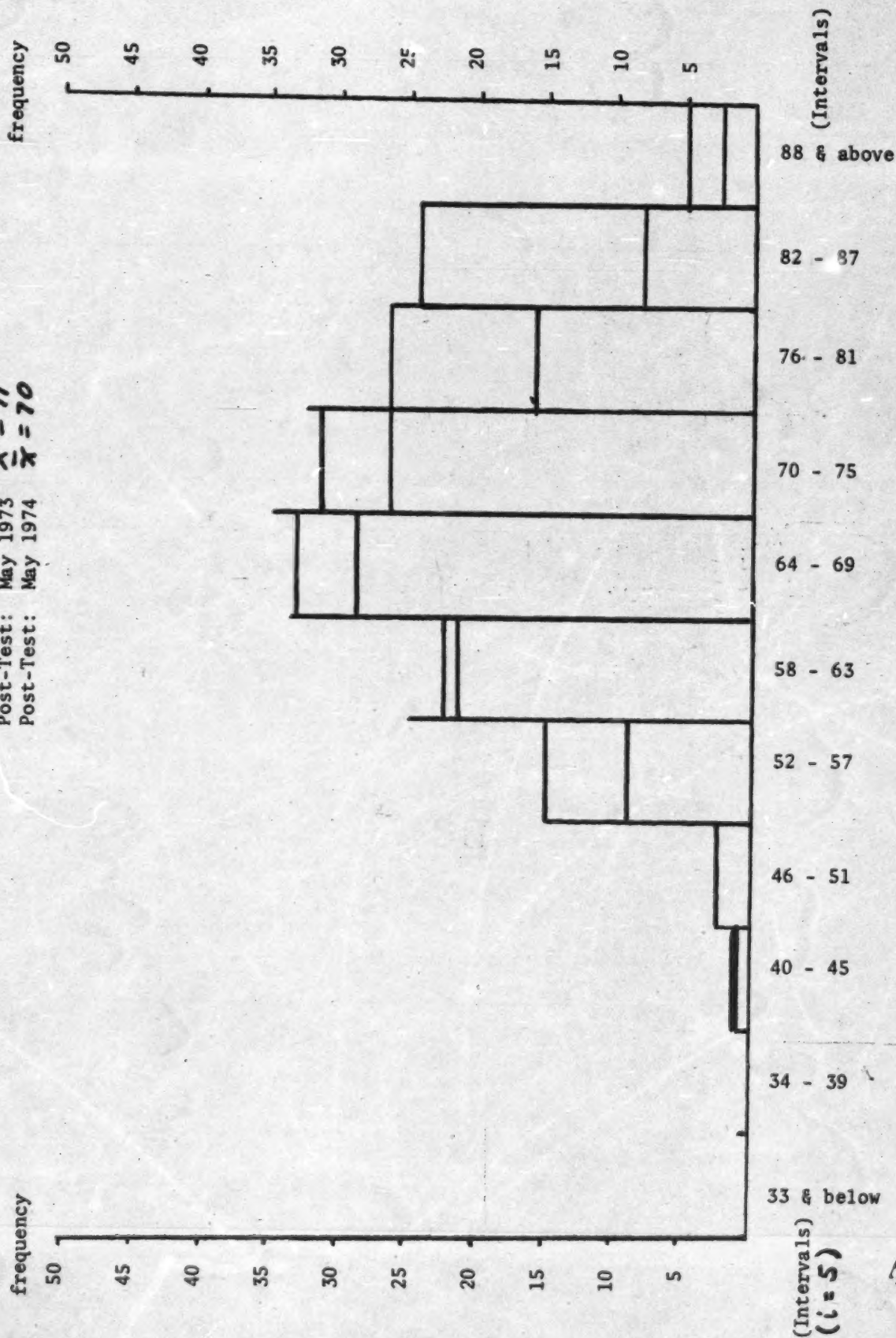
Pre-Test: September 1973 $\bar{x} = 52$
Post-Test: May 1974 $\bar{x} = 63$



A Comparative Frequency Histogram of the
distribution of posttest scores of the FY 1973
MIHS Target Group and the FY 1974 MIHS Target Group

Appendix B
Table 3

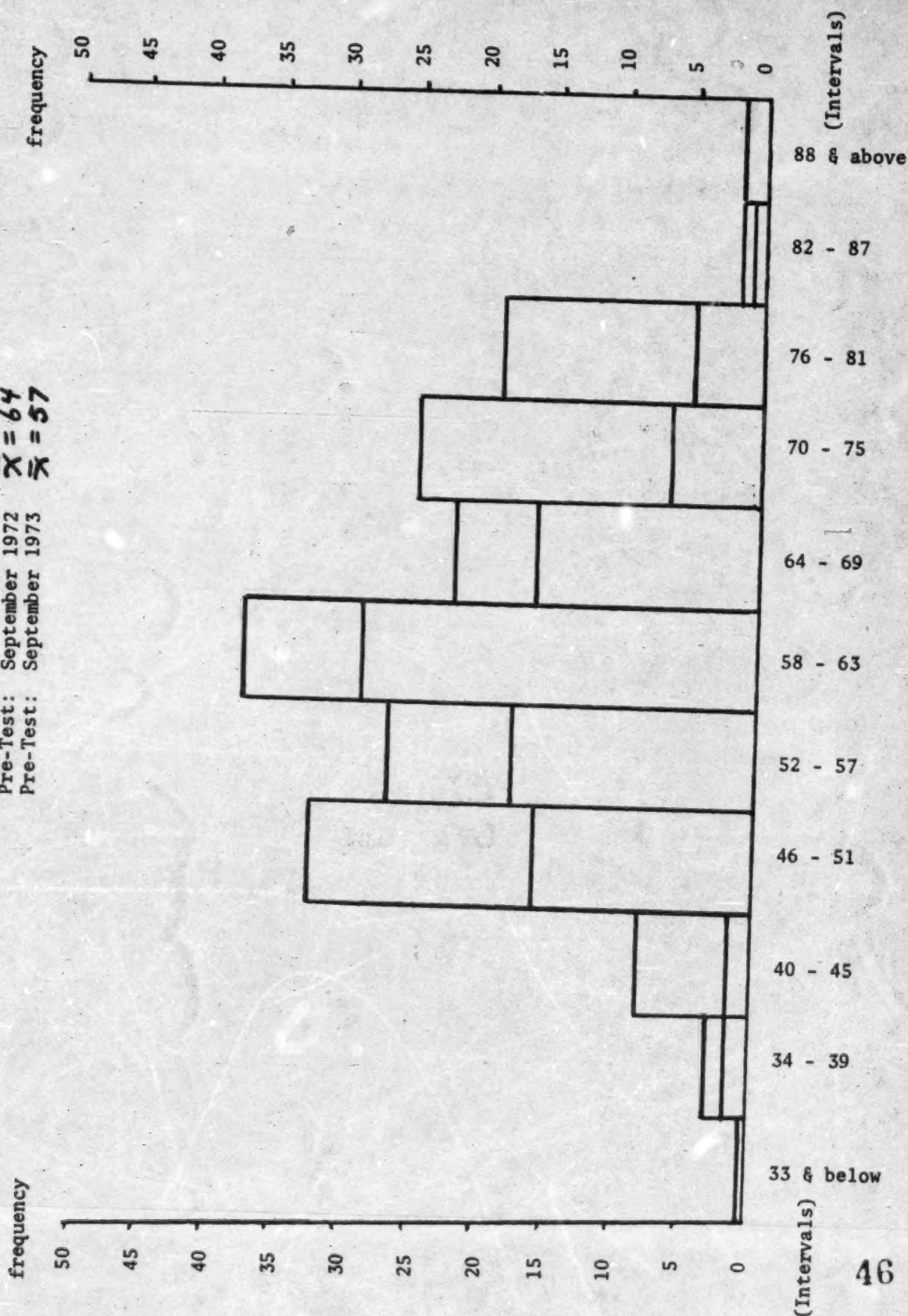
Post-Test: May 1973 $\bar{x} = 71$
Post-Test: May 1974 $\bar{x} = 70$



A Comparative Frequency Histogram of the distribution of pretest scores of the FY 1973 MIHS Target Group and the FY 1974 MIHS Target Group

Appendix B Table 2

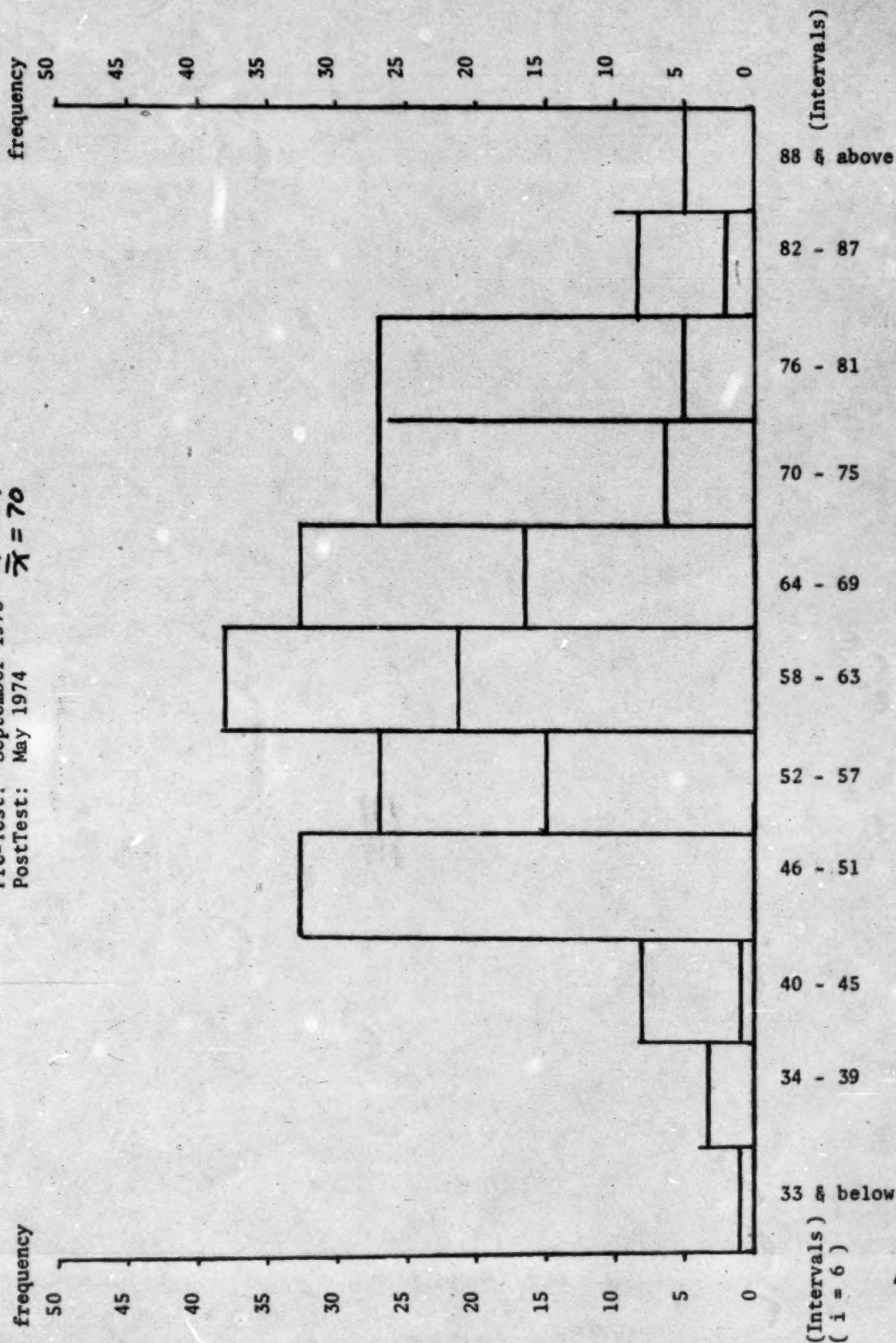
Pre-Test: September 1972 $\bar{X} = 64$
Pre-Test: September 1973 $\bar{X} = 57$



A Frequency Histogram of the distribution of
pretest--posttest scores of the MIHS Target
Group on the Hawaii Reading Test

Appendix B
Table 1

Pre-Test: September 1973 $\bar{x} = 57$
Post-Test: May 1974 $\bar{x} = 70$



Directions: In this part of the test you must listen carefully to what I read to you. I am going to read a question from a list of three questions which you find in your test booklet. After you hear the question I have read, find it among the three questions written in your booklet. Notice the letter in front of the question which I have read. Find the corresponding letter on your answer sheet and put an X on that letter to show that you have found the question I have read. Remember that you are trying to find the printed question which is exactly like the one I read. Only one answer is correct. Before the test starts let's try examples X and Y. Work quickly. I will read the question only once and allow you 30 seconds to find the answer. Only write on the answer sheet. Do Not Write In This Booklet.

EXAMPLES:

X.

- A. Are there any left over?
- B. Are there any expensive cards left over?
- C. Are they expensive cards?

You should have circled letter B in example X because I read the question: "ARE THERE ANY EXPENSIVE CARDS LEFT OVER?" Now let's try example Y.

Y.

- D. Can you buy that kind of medicine there?
- E. Can you get several kinds of medicine here?
- F. Can you get all kinds of medicine there?

You should have circled letter F in example Y because I read the question: "CAN YOU GET ALL KINDS OF MEDICINE THERE?" Are there any questions before we start the test?

1.

- A. Are they very well made?
- B. Are the clothes very well made?
- C. Are the expensive clothes well made?

2.

- D. How many sent her cards?
- E. How much will she depend on the cards?
- F. How much did she spend on cards?

3.

- A. How are the buildings and the rooms?
- B. How many buildings have rooms?
- C. How are they building the rooms?

4.

- D. How many more were there in the men's dormitory?
- E. How many floors are there in the men's dormitory?
- F. How many men are there on this floor of the dormitory?

5.

- A. Does he watch what he eats now?
 - B. Does he watch while he eats?
 - C. Does he look at his watch before he eats now?
-

6.

- D. Does John always paint tables?
 - E. Could John also paint the table?
 - F. Could John paint on the table?
-

7.

- A. Can you buy a camera in the store?
 - B. Can you find camera film in the store?
 - C. Can you buy film for your camera in the store?
-

8.

- D. Why doesn't John get up and exercise?
 - E. Why doesn't John give up and exercise?
 - F. Why doesn't John get enough exercise?
-

9.

- A. How good has he felt?
 - B. How long hasn't he felt good?
 - C. How often does he feel good?
-

10.

- D. Did they arrive on time at the bus station?
 - E. Did they have time to eat anything at the bus station?
 - F. Did they have time to meet him at the bus station?
-

11.

- A. Do you find them shopping in the center of the suburbs?
 - B. Do you find good shopping centers in the suburbs?
 - C. Do you find food in shopping centers in the suburbs?
-

12.

- D. Has he looked in the newspaper for a boarding house?
 - E. Has he looked at the newspaper regarding the house?
 - F. Has he looked in the newspaper for a motor boat?
-

13.

- A. Have they finally learned to drive?
 - B. Had they originally planned to drive?
 - C. Had they originally seen the plan of the drive?
-

14.

- D. Which does Mrs. Smith like better--buses or trains?
 - E. Which does Mrs. Smith like better than trains?
 - F. Which train does Mrs. Smith like better than buses?
-

15.

- A. How, when, and where were the games revived in modern times?
- B. How were the games revived there in modern times?
- C. How were the games when they were revived in modern times?

DIRECTIONS: In this part of the test you will look at a picture and read sentences VI below the picture. The sentences will tell you something which may be true or may not be true according to the picture. Read the sentence, look at the picture carefully, and decide whether the sentence is true or false. If you think the sentence is true, mark the blank with an X under the column T for true on your answer sheet: If you think the sentence is not true, put an X in the blank under the column F for false on your answer sheet. Do Not Write In This Booklet!

Let's try example X, which has five sentences below a picture. Read the sentence, look at the picture, and mark the blank on your answer sheet with an X in w either the T or F column.

EXAMPLE X:

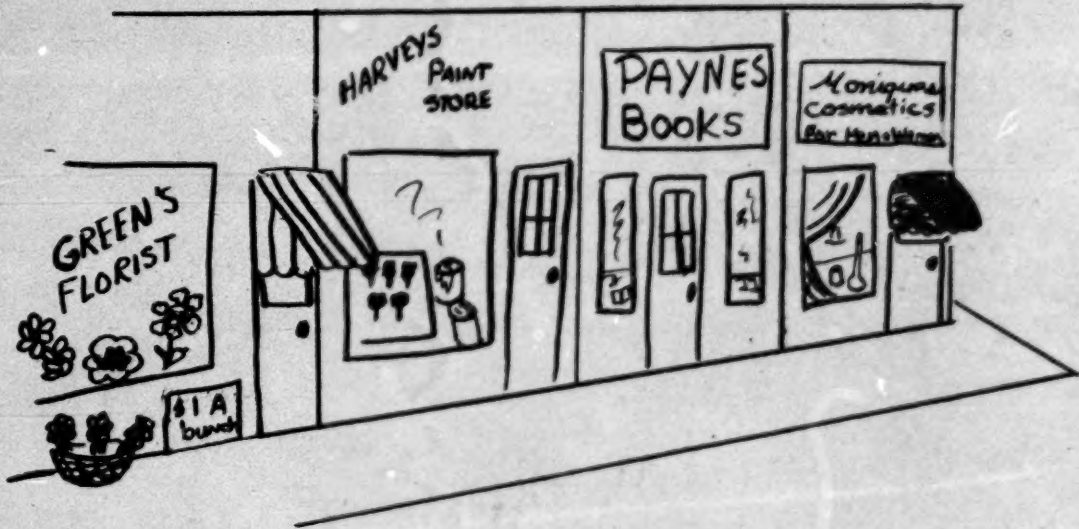


True False

- | | | |
|-----|-----|--|
| () | () | A. There are three persons in the picture. |
| () | () | B. They are all at the swimming pool. |
| () | () | C. All three persons are seated. |
| () | () | D. One person is reading. |
| () | () | E. Two persons are not in the water. |

Are there any questions before we start this part of the test? Go ahead and work the next 30 sentences just as you did the examples above.

PICTURE FOR SENTENCES 1 - 10:



- | | | |
|-----|-----|--|
| T | F | |
| () | () | 1. There are more than four stores shown in the picture. |
| () | () | 2. The paint store is to the right of the florist shop. |
| () | () | 3. The cosmetic shop is on the corner. |
| () | () | 4. Payne owns a store that sells reading materials. |
| () | () | 5. Every store has a door on the right of the building. |
| () | () | 6. One store has a sign on the front window. |
| () | () | 7. Only Harvey's store has a sign over the front window. |
| () | () | 8. You could buy all the flowers in the basket for a dollar. |
| () | () | 9. The products in Monique's store are not for men. |
| () | () | 10. You could buy groceries in one of these stores. |



- | | | |
|-----|-----|--|
| T | F | |
| () | () | 11. Schultz owns the store. |
| () | () | 12. The store is open every day from 8 a. m. to 9 p. m. |
| () | () | 13. The store sells meat. |
| () | () | 14. There is a special sale on fish. |
| () | () | 15. The screen door is closed at the front of the store. |
| () | () | 16. Schultz's name is easier to read from outside the store. |
| () | () | 17. On Wednesday the store is closed. |
| () | () | 18. Some apples are in the box. |
| () | () | 19. The cash register is closer to the front door than to the apple box. |
| () | () | 20. The store closes earlier on Saturday. |

PICTURE FOR SENTENCES 21 - 30:



- | | | |
|-----|-----|--|
| T | F | |
| () | () | 21. This is a railroad station. |
| () | () | 22. We can see the waiting room. |
| () | () | 23. We don't know the name of this station |
| () | () | 24. You could buy something to eat here, but you could not buy liquor. |
| () | () | 25. At least three people are carrying suitcases. |
| () | () | 26. The largest seats are near Gates A and B. |
| () | () | 27. Trains come right through Gates A and B. |
| () | () | 28. Not everyone is walking toward Gates A and B. |
| () | () | 29. Gold owns a store in the train station. |
| () | () | 30. Children are probably not allowed in the waiting room. |

SECTION II - B: READ AND RESPOND TO PICTURE CLUES

DIRECTIONS: In this part of the test you will look at a picture and then read a question about the picture. Look at the three answers below the question and select the correct answer to the question about the picture. Remember that the picture helps you choose the right answer. On your answer sheet, put an X on the letter that you have chosen. Let's try examples X and Y before we start the test.

Do Not Write In This Booklet!

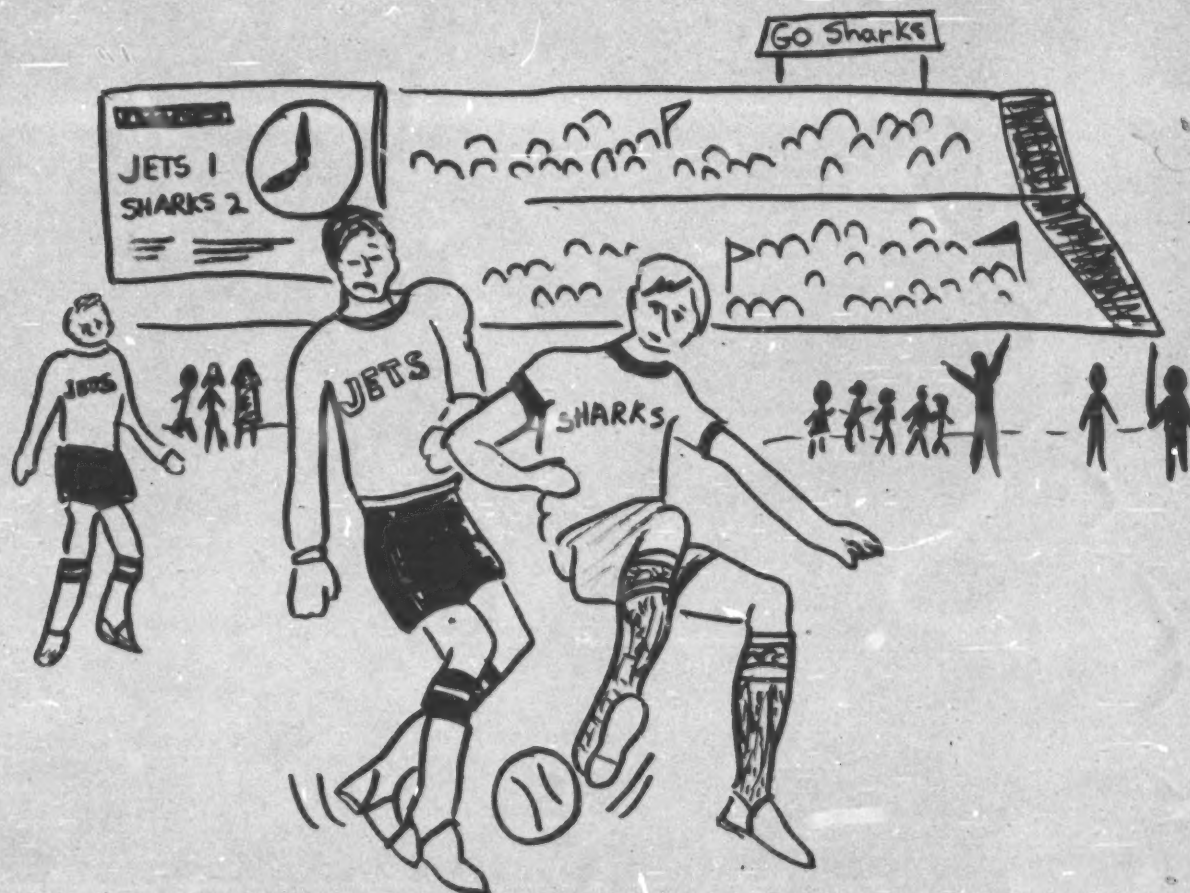
EXAMPLES:**PICTURE X**

X. What is the man doing?

- A. His name is James Smith.
- B. He's waiting for the elevator.
- C. He's in the elevator.

You should have circled letter B in Example X. The man is waiting for the elevator. He is not in the elevator, and the question did not ask what his name is.

PICTURE Y



Y. Why are the Jets' team members unhappy?

- D. The Sharks are losing the game.
- E. They are not winning the game.
- F. The game is over.

You should have circled letter E in Example Y. The Jets' team members are unhappy because they are not winning the game. You can see that the score is 2 to 1, with the Sharks winning the game.

PICTURE 1



1. How many children are playing in the sand?

- A. He's playing in the sand.
- B. One boy is.
- C. He's building a sand castle.

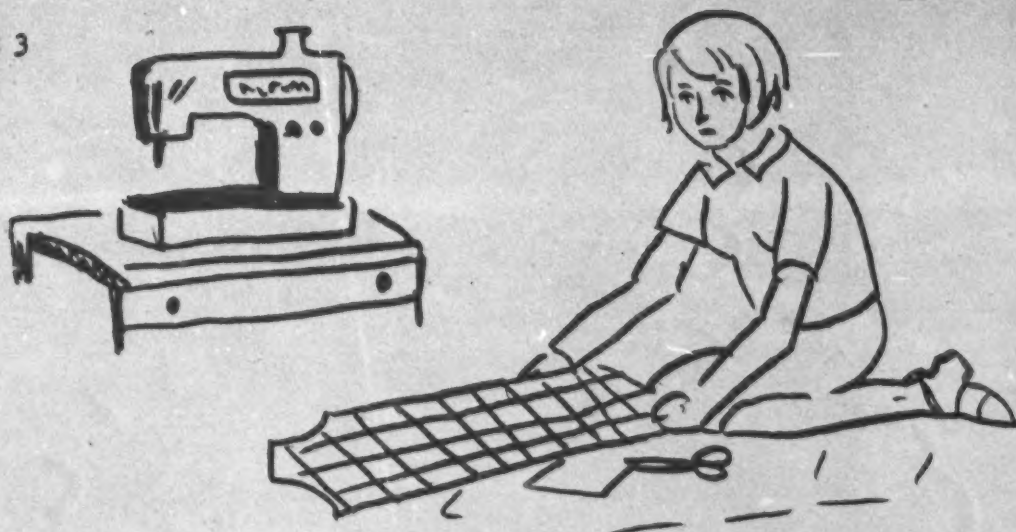
PICTURE 2



2. Where are Mr. and Mrs. Smith now?

- D. They're at home.
- E. They're both watching television.
- F. They're at the baseball game.

PICTURE 3



3. How will she sew the dress she is making?

- A. She's working on the floor.
- B. With the sewing machine.
- C. It's a dress she's making.

PICTURE 4



4. Where are the people in the the picture.

- D. There are five people.
- E. In a store.
- F. There are air conditioners.

PICTURE 5



5. What's he studying?

- A. He's studying a book.
- B. He's studying at a table.
- C. He's studying to get a better job.

PICTURE 6



6. Why is Jane late for work?

- D. She's late for work.
- E. About twelve o'clock.
- F. Because of the rain.

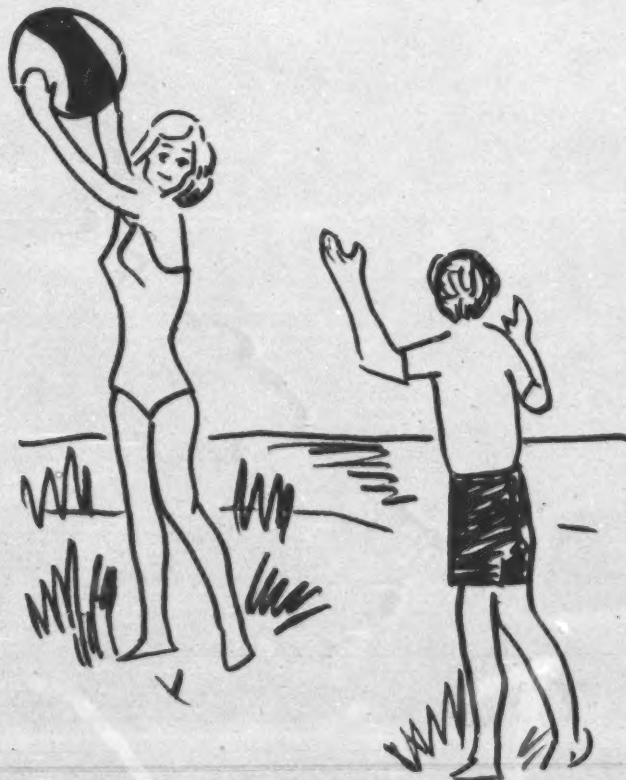
PICTURE 7



7. Who is winning the soccer game?

- A. The Nats are winning.
- B. The Bugs are winning.
- C. No one knows who's ahead.

PICTURE 8



8. Are they playing catch with the ball?

- D. Yes, she caught the ball.
- E. Yes, they're playing catch.
- F. Yes, he can catch the ball.

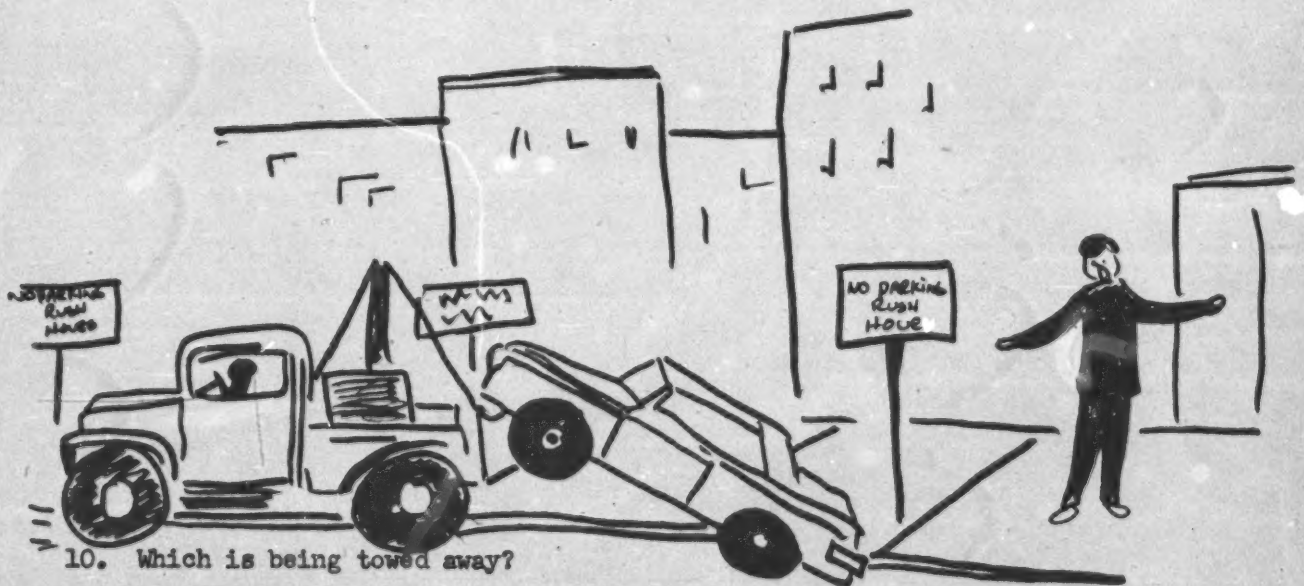
PICTURE 9



9. Which newspaper is the young lady reading?

- A. She's reading the ads.
- B. It's a newspaper.
- C. She's reading the Chicago Tribune.

PICTURE 10



10. Which is being towed away?

- D. The car is.
- E. The truck is towing it away.
- F. The man is.

PICTURE 11

PASSENGER DINNING CAR →



11. Has the boy finished his book yet?

- A. Yes, he will.
- B. She is reading too.
- C. Not yet.

PICTURE 12



12. Are they all painting a picture?

- D. No, they're running.
- E. No, not all of them.
- F. No, they're writing letters.

PICTURE 13

15



13. Does the boy with the ball have on a striped shirt?

- A. Yes, the boy has the ball.
- B. Yes, he does have on a shirt.
- C. Yes, he does have a striped shirt on.

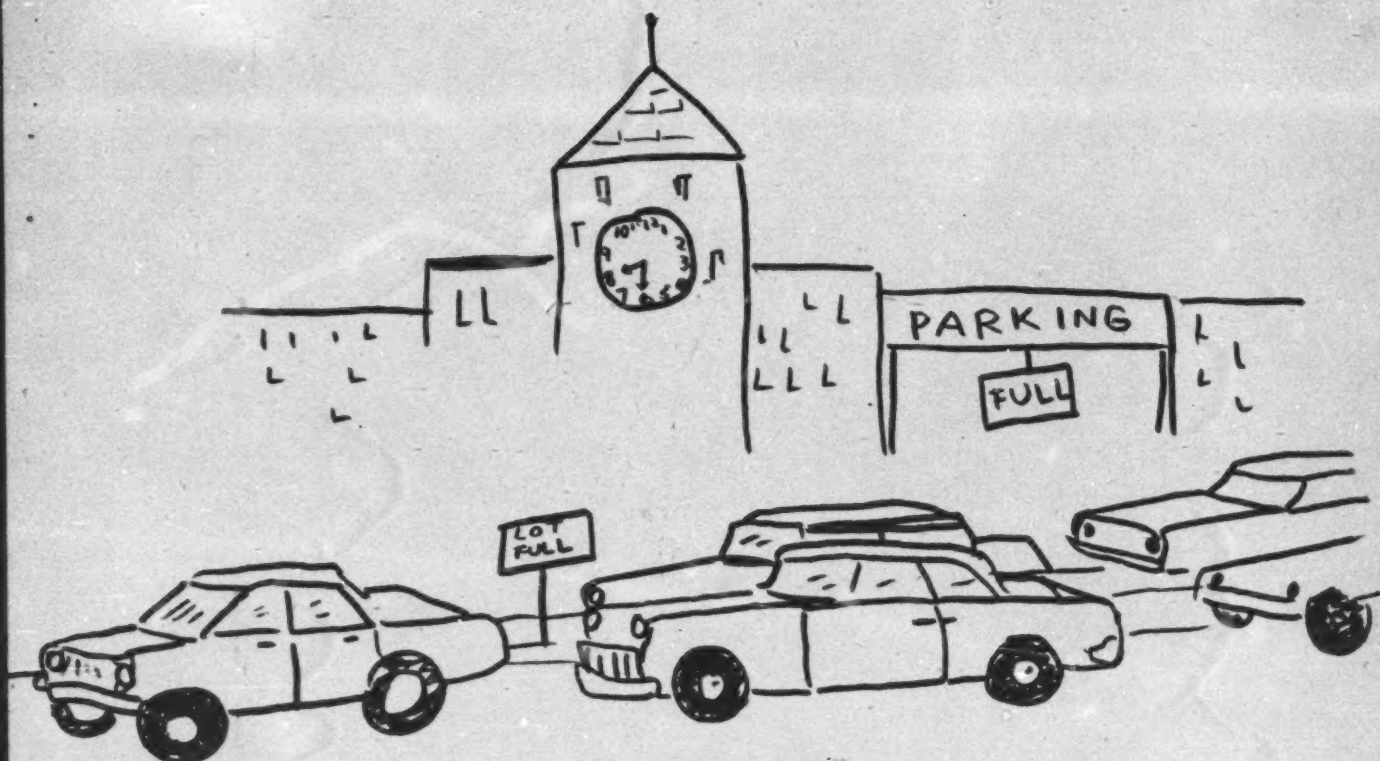
PICTURE 14



14. If the girl is planning to dive, what will she do?

- D. She will stay on the diving board.
- E. The boy has finished his dive.
- F. She will dive from the board.

PICTURE 15



15. Since Mr. Smith has just arrived in his automobile, will he be able to park in the parking lot?
- A. Yes, because the lot is full.
 - B. No, the lot is full.
 - C. Yes, at 8:30.

PART III: READ AND RESPOND--QUESTION-ANSWER, STATEMENT-PARAPHRASE

DIRECTIONS: In this part of the test you will read either a question or a sentence which tells you something. If it is a question you have read, choose one of the three answers below it and put an X on the correct letter on your answer sheet. If you have read a sentence which tells you something, try to find a sentence or part of a sentence below it which tells you about the same thing as the sentence you read first. Put an X on the correct letter on your answer sheet. Do Not Write in the Test Booklet!

There are four examples below which will show you what the rest of the test is like. Let's try examples W, X, Y, and Z.

EXAMPLES:

Questions

- W. What else don't they like?
- A. They like ice cream.
 - B. They don't like vegetables.
 - C. They look like their parents.
- X. Where does he go two nights a week?
- D. To the school.
 - E. Now every week.
 - F. Almost every night.

Statements

- Y. They like things better if they've made them themselves.
- A. They like everything.
 - B. They like themselves better.
 - C. They like things that they make themselves better.
- Z. There are still sixty cards to be written.
- D. Sixty cards must still be written.
 - E. Sixty cards have been written.
 - F. Sixty cards are too many to write.

1. It's quiet in the library, and nobody bothers you.
 - A. It's quiet in the library because nobody is there.
 - B. No one bothers you in the quiet library.
 - C. In the library nobody is quiet.
2. Mr. Smith like to be prepared for everything.
 - D. Mr. Smith thinks he should be ready for everything.
 - E. Mr. Smith is preparing everything.
 - F. Everything Mr. Smith likes is prepared.
3. She thinks she'll have some dessert too.
 - A. She will also have some dessert.
 - B. She thinks dessert is too much.
 - C. She thinks of dessert often.
4. A lot of grocery stores sell more than just food.
 - D. A lot of grocery stores sell more food than others.
 - E. Many grocery stores sell things other than food.
 - F. A lot more grocery stores are selling food.
5. Animals provided man with food, clothing, shelter, weapons, and tools.
 - A. Animals provided man with the things he needed to live.
 - B. Animals needed the things that man could provide.
 - C. Man no longer needs animals.
6. Now that he has a table, he needs some chairs.
 - D. He has a table, but he needs chairs.
 - E. He needs a table and some chairs.
 - F. Now he has a table and some chairs.
7. He watches what he eats because of his health.
 - A. He looks at what he eats.
 - B. He is careful of what he eats.
 - C. His watch tells him when to eat.
8. He hasn't spoken to his wife since breakfast.
 - D. He spoke to his wife after breakfast.
 - E. From breakfast until now he hasn't talked to his wife.
 - F. He never speaks to his wife at breakfast.

9. Mr. and Mrs. Smith haven't decided yet how they're going to travel home.
- A. They haven't decided yet to travel home.
 - B. They're not going to travel home.
 - C. They haven't decided yet on their route or transportation home.
10. Children, especially little boys, like to put things together themselves.
- D. Little boys like to get together with children.
 - E. Little boys like to put things together.
 - F. Boys like themselves and other children.
11. The directions tell you to paint certain colors in the numbered spaces.
- A. The number in the space means that you paint a certain color there.
 - B. A number of spaces already have certain colors in them.
 - C. You paint numbers in the spaces.
12. Mr. and Mrs. Smith are on their way to visit her relatives in Washington.
- D. The relatives are visiting Mr. and Mrs. Smith.
 - E. The relatives are Mrs. Smith's.
 - F. Mrs. Smith's relatives are on their way to Washington.
13. Women are no longer kept from watching and participating in the games.
- A. Women can now watch and play in the games.
 - B. Women can watch the games but not play in them.
 - C. Women can no longer watch the games or play in them.
14. He says he will need something to ^{calm} ~~slam~~ his nerves this morning.
- D. His nerves are calm this morning.
 - E. Every morning he says this.
 - F. He needs something to quiet his nerves this morning.
15. His doctor says that Mr. Smith needs more exercise than he's getting.
- A. He doesn't get enough exercise.
 - B. He gets too much exercise.
 - C. His doctor needs more exercise.
16. She thinks these seats are more comfortable than those.
- D. She thinks all seats are uncomfortable.
 - E. She thinks all seats are comfortable.
 - F. She thinks some seats are not as comfortable as others.

17. They got a taxi in ^{front} ~~from~~ of the bus station, got to the train station, bought tickets, and just made it on the train in time.

- A. They probably took the next train.
- B. They were probably in a hurry.
- C. They were probably angry.

18. They called the bus company, but the buses didn't stop where Mr. and Mrs. Smith wanted to go.

- D. Mr. and Mrs. Smith didn't want the busses to stop.
- E. The bus company didn't want Mr. and Mrs. Smith to go.
- F. Mr. and Mrs. Smith couldn't find a bus which stopped where they wanted to go.

19. In order to hunt in the U. S., every shooter needs a hunting license regulated by the state.

- A. Every shooter must be able to hunt in the U. S.
- B. A hunting license is required for hunting in the U. S.
- C. Every hunter is ordered to hunt in the U. S.

20. The rule means that they have to be in their rooms by eleven o'clock on certain nights.

- D. They have to be in their rooms by eleven o'clock every night.
- E. They have to be in their rooms by eleven o'clock some nights.
- F. On certain nights they have to be in their rooms until eleven o'clock.

21. They haven't any idea what the train and bus schedules are in the town they're going to.

- A. There are no trains or buses in the town they're going to.
- B. They don't know what town they're going to.
- C. They don't know what time trains and buses run in the town they're going to.

22. Since they are only going to stay overnight, she just packed some things in a small bag.

- D. She is the only one staying overnight.
- E. They need only a few things to stay overnight.
- F. The bag is too small.

23. You can buy clothes there, although the clothes aren't very well made.

- A. You can't buy well-made clothes there.
- B. The clothes you buy are made there.
- C. You can buy well-made clothes there.

24. It's too noisy to study in the dormitory, so I usually go to the library.

- D. It's closer to go to the library.
- E. It's more quiet in the library.
- F. It's lighter in the library.

25. Four years after the first modern Olympic games had been held in Athens, Greece, the games were held in Paris.

- A. The second modern Olympic games were held in Paris.
- B. Olympic games were held in Paris four years before the games in Athens.
- C. The first modern Olympic games had been held four years before in Paris.

26. Where are the students' rooms?

- D. The students are in their rooms.
- E. About seven rooms.
- F. In the dormitory.

27. Why do people like it?

- A. People are like that
- B. Because it's cheap
- C. People do it like that.

28. Who did he make an appointment with?

- D. The appointment was for Saturday.
- E. No, he didn't make an appointment.
- F. With Mr. Lee.

29. What can you buy here?

- A. Yes, you can buy it here.
- B. Clothing and food.
- C. No, over there.

30. Which does Mrs. Smith like better--trains or buses?

- D. She likes trains.
- E. She had better take the bus.
- F. The train is more like the bus.

31. What have modern hunting methods done?

- A. They are all finished now.
- B. In some ways only.
- C. They have made hunting a popular sport.

32. Why is it better to study there?
- D. Because the lighting is better.
 - E. It is better to study there.
 - F. He had better study.
33. When is she going to mail the cards?
- A. Tomorrow.
 - B. She is going to the post office.
 - C. She is going by bus.
34. When can she use them?
- D. Yes, she can use them.
 - E. Tomorrow.
 - F. No, she doesn't know how.
35. What can you get there?
- A. By taxi.
 - B. Early in the morning.
 - C. Clothing and food.
36. Which one of them likes travelling by bus?
- D. Only one of them.
 - E. No, he likes travelling by train.
 - F. Mr. Smith does.
37. Who could not come to or compete in the Olympic Games?
- A. The Japanese couldn't.
 - B. No, they couldn't compete.
 - C. It was that they couldn't come.
38. Do they like some things better if they've made them themselves?
- D. Not if they've made them like themselves.
 - E. Yes, they like things they make better.
 - F. They do like things better than themselves.
39. What fact indicates that the games have not lost their popularity through the years?
- A. No one is interested in the games anymore.
 - B. They lost the game last year.
 - C. The fact that they are still popular.
40. If he hadn't wanted to build a table himself, what could he have done?
- D. He could have built it.
 - E. He could have had someone build the table.
 - F. He should have built the table.

BASIC SIGHT WORD TEST

NAME _____

TEACHER _____

SECTION 9- _____

Group I

wash _____
hurt _____
first _____
those _____
thank _____
our _____
pick _____
know _____
any _____
does _____

Number right _____

Group II

11. fall _____
12. find _____
13. their _____
14. open _____
15. buy _____
16. now _____
17. where _____
18. tell _____
19. upon _____
20. why _____

Number right _____

Group III

21. over _____
22. five _____
23. after _____
24. there _____
25. say _____
26. take _____
27. round _____
28. them _____
29. here _____
30. help _____

Number right _____

Group IV

31. out _____
32. if _____
33. around _____
34. three _____
35. saw _____
36. come _____
37. that _____
38. run _____
39. off _____
40. found _____

Number right _____

Group V

41. do _____
42. yellow _____
43. one _____
44. good _____
45. drink _____
46. let _____
47. jump _____
48. in _____
49. before _____
50. some _____

Number right _____

TOTAL NUMBER RIGHT _____

PART I - AURAL COMPREHENSION

DIRECTIONS:

The Instructor will read a sentence to you. LISTEN CAREFULLY because each sentence will be read only once. When you hear each sentence, read the four sentences on your test paper, and decide which one best gives the meaning of the sentence you have heard. Read each sentence on your paper carefully and pick the one that you think is correct. Look at the LETTER in front of the answer you have chosen. Find the same letter on your ANSWER SHEET. Put an X through that letter. Work quickly but carefully. The Instructor will read each sentence only once. WRITE ONLY ON THE ANSWER SHEET.

Below are two examples. The Instructor will go through these examples with you.

Example A

- (a) It's morning.
- (b) It's time to go to bed.
- (c) The sun is going down.
- (d) He likes to play baseball.

Example B

- (e) It's a big house.
- (f) It has a tin roof.
- (g) Tom's house is blue.
- (h) He likes that house.

1. (a) Tom has nothing in his hands.
(b) He has many things in his hands.
(c) He has something in his right hand.
(d) He has something in his left hand.
2. (e) The old man received a canoe.
(f) The old man gave the canoe to the boy.
(g) The boy gave a canoe to the old man.
(h) The canoe was old, like the boy.
3. (a) John is older than Riba.
(b) Riba is the oldest.
(c) Riba is older than John.
(d) They are the same age.
4. (e) Tom threw his new books on the floor.
(f) Bob caught the falling coconut.
(g) Tom threw the ball to Bob.
(h) It flew through the air.
5. (a) It goes down in the morning.
(b) The stars come out every afternoon.
(c) The sun comes up in the morning.
(d) It comes up in the evening.
6. (e) Bill received a 42.
(f) Mary got a 65.
(g) Bob had 64 right.
(h) Bima had a score of 25.
7. (a) The tire wasn't flat.
(b) They didn't have to change the tire.
(c) After being delayed, They left for work.
(d) They didn't go to work.
8. (e) He didn't try to open the window.
(f) The open window wasn't broken.
(g) He didn't break the window.
(h) As he tried to open the window it broke.
9. (a) I go to school.
(b) I take a bath and go to bed.
(c) I get up and wash my face.
(d) I washed my hands before I ate my breakfast.
10. (e) The book was sent by Tom.
(f) It was Tom who sent the book.
(g) The man sent a book to Tom.
(h) It was a good book.

TURN TO THE NEXT PAGE

11. (a) Bill, manage the store!
(b) He manages Bill's store!
(c) Can he manage it?
(d) He is the store's manager.
12. (e) Tom is sitting near the book.
(f) Their books are on the table.
(g) His book is red and green.
(h) He put it on the cupboard.
13. (a) Anna went to the hospital.
(b) It's in her school book.
(c) Tom is going to school.
(d) Mary has left school
14. (e) Bima never likes Math.
(f) He seldom likes to study Math.
(g) He likes studying Math.
(h) Bima hates Math.
15. (a) John woke up at nine o'clock.
(b) John overslept and was late for school.
(c) John woke up early.
(d) John saw the sun go down.
16. (e) They went on a picnic last week.
(f) They are going on a picnic tomorrow.
(g) They will go on a picnic next Friday.
(h) They can't go on a picnic next week.
17. (a) They weren't tired.
(b) The man didn't go home
(c) They were tired because they went home.
(d) They went home after they got tired.
18. (e) He didn't come to school.
(f) He came to school on time.
(g) He was late for school.
(h) He came to school in the afternoon only.
19. (a) John likes school.
(b) John didn't want to go to school.
(c) John didn't go to school.
(d) John's Mother went to school.
20. (e) The ship has already left.
(f) The ship is going today.
(g) Bill went on the ship.
(h) Bill is going on a trip.

STOP

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

PART II - BEGINNING SOUNDS

DIRECTIONS:

The Instructor will read a word to you. LISTEN CAREFULLY, each word will be read only two times. In your test booklet find the letters that make the same sound as the beginning of the word read by the Instructor. Notice the letter in front of the answer you have chosen. Find that letter on your answer sheet and put an X through it.

Below are three examples. The Instructor will go through these examples with you.

EXAMPLE C:

a) ch b) s c) sh d) sah

EXAMPLE D:

e) sh f) sk g) chl h) sl

EXAMPLE E:

a) cr b) ch c) scr d) ek



BEGINNING SOUNDS

- | | | | |
|------------|--------|--------|--------|
| 1. a) jr | b) gar | c) gr | d) ja |
| 2. e) scar | f) sr | g) am | h) scr |
| 3. a) bl | b) buh | c) bnt | d) un |
| 4. e) tes | f) th | g) te | h) se |
| 5. a) gur | b) sp | c) sh | d) zhu |
| 6. e) col | f) ang | g) ca | h) cl |
| 7. a) spe | b) str | c) rap | d) zrt |
| 8. e) ng | f) ti | g) tw | h) th |
| 9. a) wr | b) ur | c) wrk | d) yr |
| 10. e) st | f) sn | g) sou | h) sp |
| 11. a) nt | b) ve | c) kn | d) un |
| 12. e) fr | f) ut | g) fal | h) fl |
| 13. a) kw | b) cr | c) kir | d) cer |
| 14. e) dr | f) duh | g) da | h) ive |
| 15. a) fn | b) sht | c) ph | d) fsh |

STOP

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. CHECK YOUR WORK, MAKE SURE THAT YOU HAVE ANSWERED ALL OF THE QUESTIONS.

PART III AUDITORY DISCRIMINATION

DIRECTIONS:

Find the section on your answer sheet marked Part III. Listen carefully to the words that your Instructor reads to you. If the words have the same beginning sound, put an X through the letter "B" on your answer sheet. "B" is for beginning sounds. If the middle of the words sound the same, put an X through the letter "M" on your answer sheet. "M" is for middle sounds. If the ends of the words sound the same, put an X through the letter "E" on your answer sheet. "E" is for ending sounds.

Listen carefully to the words. Let's do Example F, G, and H, which you find on your answer sheet.

PART IV SOUND DISCRIMINATION

In the three examples shown below, the first word in each line has one sound that is underlined. One of the four words on the same line has the same sound. Listen carefully while your Instructor goes through the examples with you. Look at the letter in front of the answer you have chosen. Find that letter, in the example space on our answer sheet. Mark an X through that letter. Do the same with the next two examples.

When you are told to begin your test work quickly but carefully.

Example I: .

night a) will b) it c) ride d) neither

Example J:

came e) boat f) may g) cap h) lamb

Example K:

pot a) boat b) pane c) home d) lock

MARK YOUR ANSWERS ON THE ANSWER SHEET. DO NOT WRITE IN THE TEST BOOKLET.

SOUND DISCRIMINATION

- | | | | | |
|------------------|----------|-----------|----------|-----------|
| 1. <u>black</u> | a) ate | b) mail | c) cap | d) team |
| 2. <u>use</u> | e) house | f) cube | g) fur | h) bust |
| 3. <u>pet</u> | a) meat | b) kept | c) night | d) he |
| 4. <u>play</u> | e) bake | f) cap | g) beat | h) an |
| 5. <u>top</u> | a) out | b) go | c) boat | d) lots |
| 6. <u>side</u> | e) sight | f) sit | g) girl | h) either |
| 7. <u>kite</u> | a) know | b) child | c) city | d) cat |
| 8. <u>up</u> | e) cute | f) nut | g) suit | h) moon |
| 9. <u>about</u> | a) aim | b) an | c) again | d) apple |
| 10. <u>light</u> | e) ring | f) dim | g) seat | h) try |
| 11. <u>sure</u> | a) much | b) some | c) she | d) city |
| 12. <u>three</u> | e) send | f) seat | g) her | h) pet |
| 13. <u>coat</u> | a) note | b) got | c) good | d) but |
| 14. <u>lit</u> | e) right | f) bit | g) child | h) fire |
| 15. <u>out</u> | a) your | b) caught | c) saw | d) down |

MARK YOUR ANSWERS ON THE ANSWER SHEET. DO NOT WRITE IN THE TEST BOOKLET.

STOP

CHECK YOUR WORK, DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. MAKE SURE THAT YOU HAVE ANSWERED ALL OF THE QUESTIONS.

PART V READING COMPREHENSION

DIRECTIONS:

In this part of the test there are five short stories. You are to read the first story and then answer the five questions about that story. When you have answered those five questions, you are to turn the page and read story number two. Then you are to answer the five questions about story number two. Keep on going until you have read all of the five stories and answered all of the questions about each story. Be sure to put an X on the answer sheet through the letter of the answer that you have chosen for each question. Do not write in the Test Booklet. Mark your answers only on the answer sheet. You will have thirty (30) minutes to do this part of the test.

SUNDAY AFTERNOON

It is Sunday. Everyone is resting. Linus wants to play. He wants to swim. Perhaps he can go diving.

On Sunday this is not good. His parents told him not to play. He went to church in the morning. Now he wants to play with his friends. He is tired of sitting. He gets up. He leaves his room. Standing in the doorway is father. Linus is sad now. He knows he will not swim. He is going to church again.

On the road he sees his friends. They are sad, too. They want to play outside. Linus talks with them. They will try to leave during church.

1. What day of the week is it?
 - a. Sunday
 - b. Friday
 - c. Wednesday
 - d. not known
2. Linus wants to
 - e. make copra.
 - f. go to church again.
 - g. play with his friends.
 - h. swim by himself.
3. When Linus sees his father
 - a. he is very happy.
 - b. he went swimming
 - c. he goes to church again.
 - d. he helps feed the pigs.
4. On the road Linus met
 - e. his cousin
 - f. his father.
 - g. some friends.
 - h. the new Magistrate.
5. The boys want to
 - a. see the sunset.
 - b. pray in church.
 - c. talk with father.
 - d. leave during church.

KEEP ON WORKING, TURN TO THE NEXT PAGE

Reading Number 2

BIMA AND THE DIMA

"Dima, Dima!", Bima shouts to his mother. But Hama is too busy to answer. Bima runs to her. He is standing by Mama now. But Mama keeps on working. Bima looks down at his mother. Mama is pulling weeds in the back of the house. Then he looks down to the sea again. The ship passes very close to his island. It is a big white ship. Bima hears music coming from it. But he cannot talk well. He knows this. He wants Mama to see what he sees.

"Mama, Dima, Dima!", he shouts again looking at the big white ship. He likes the white ship. He like the music he hears from the ship. He pulls his mother's shoulder. Mama looks up. Bima points to the ship. Ohhhhhhhh! It's a dima! I thought you were calling Duma. Yes, it's dima; not Duma. Dima is that big white ship. And Duma is your dog!" his mother says. She smiles at Bima, and Bima smiles at his mother. Both are happy about the ship.

1. Bima wants mother to
 - (a) pull more weeds.
 - (b) stand by him.
 - (c) call his dog.
 - (d) look at the ship.
2. When Bima sees the ship he is
 - (e) sad
 - (f) excited
 - (g) sick in bed.
 - (h) tired.
3. Bima's mother was
 - (a) pulling weeds.
 - (b) listening to the music.
 - (c) talking with Bima.
 - (d) washing the clothes.
4. Duma is
 - (e) mother's name.
 - (f) the ship's name
 - (g) his dog's name.
 - (h) the name of Bima's island.
5. Bima cannot
 - (a) speak well
 - (b) hear the music.
 - (c) see the ship.
 - (d) run fast.

KEEP ON WORKING, TURN TO THE NEXT PAGE

NIGHT FISHING ON THE REEF

It was dark, too dark to be walking on the reef without a light. What little light there was came from the stars. Bima guessed it was about ten o'clock. Already the tide was starting to come in, moving over the edge of the reef toward the sandy beach. He looked back at the deeper water near the edge of the reef. They were still there. He could see the streaks of light in the water, lights which his friends were using for diving at night. He thought of the flashlight he had just lost and he shivered, a cold feeling spread over his body. He had panicked on seeing that shark move so close to him. He shivered again, remembering how the flashlight hit the coral head, breaking the bulb. The flashlight was gone now. He had thrown it away in his rush to escape from the shark. It seemed like every coral head had tripped him as he rushed from the water. The shark had not attacked him, but that was what he was going to tell his friends. By hitting the shark over the head he had broken the flashlight. They would never know he had run away.

1. This story takes place:
 - (a) after midnight.
 - (b) when there is no moon.
 - (c) at noon.
 - (d) under a full moon.
2. He had gone diving:
 - (e) when the tide came in.
 - (f) with no flashlight.
 - (g) with some friends.
 - (h) after breakfast.
3. The flashlight broke when:
 - (a) he hit it on the coral head.
 - (b) he threw it at the shark.
 - (c) he hit the shark over the head.
 - (d) the shark bit it.
4. As he hurried from the water:
 - (e) the shark attacked him again.
 - (f) the moon came out.
 - (g) he tripped over some coral.
 - (h) he was glad the tide was coming.
5. Bima didn't want to tell his friends that:
 - (a) he tripped over a coral head.
 - (b) he ran away from a shark.
 - (c) the tide was coming in.
 - (d) he had broken his flashlight.

KEEP ON WORKING, TURN TO THE NEXT PAGE

I TOUGHT I WAS A MAN

Each coconut he husked seemed to be heavier and harder to finish. His arms were losing their strength. Why had he told his father that he could husk all afternoon? Each coconut was heavier and he felt like crying. The blisters on his hands were red and sore. He tried to remember the conversation with his father earlier in the day. Since he was a very small boy he always dreamed of coming to this island with all the men to make copra. This morning his father had told him to stay home, to catch some fish for the family while the men were gone. Father was usually right in these matters. As he raised the next coconut over his head and aimed it at the tip of the husking stick, he really wished he was sitting in his canoe fishing.

All the other men were busy husking coconuts hear him. His pile of unhusked coconuts was getting smaller slowly. He looked at his father. Would father see how tired he really was? Finally his worried were over. He was told to stop husking and to gather some more nuts. It would be an easier job. He knew now that he wasn't ready to do a man's work yet.

1. The boy is too small to:
 - (a) go fishing.
 - (b) gather nuts.
 - (c) do a man's work.
 - (d) help his family.
2. This boy is making copra:
 - (e) on another island.
 - (f) behind his house.
 - (g) in Majuro.
 - (h) on Sunday.
3. We know that he is:
 - (a) young and strong.
 - (b) too fat.
 - (c) old and weak.
 - (d) tired and sore.
4. He starts gathering more coconuts because:
 - (e) he is too old.
 - (f) his husking stick is broken.
 - (g) he is very sick.
 - (h) his father tells him to.
5. In this story, we see that the boy:
 - (a) learns to husk coconuts.
 - (b) wants to be a man.
 - (c) wants to gather coconuts.
 - (d) dislikes his father.

KEEP ON WORKING, TURN TO THE NEXT PAGE

THE CARELESS FISHERMAN

"Don't dive near the wrecked ship." His father's warning was still ringing in Bima's ears as he hurried down the sandy path along the lagoon. The older men never went near that rusty tanker when diving because too many sharks lurked around it, preying on the schools of small fish. It was a tempting place to dive. Many different species of fish used it as a hiding place.

The boys had fished off the back of the ship many times with their fathers. They usually caught a considerable number of fish, but they also lost numerous hooks and lines to the hungry sharks.

The group of boys started diving near the end of the island. For some reason they were having terrible luck. Only a few fish were seen among the coral heads. Before a spear could be shot they would dart safely into the holes in the coral.

So it went for more than an hour. Only a couple of small fish were speared until they neared the rusty ship and then the size and number of fish increased. The number of fish attached to the strings around their waists grew. Bima recklessly swam after a large parrot fish. He followed the fish to a large coral head. He glanced up and then stared in fright. He was next to the ship. THE SHIP! His companions were gone, too! His stomach tightened and he felt a chill run up and down his spine.

1. As Bima moved quickly down the path he:
 - (a) thought about his new spear gun,
 - (b) remembered his brothers' words.
 - (c) thought about his father's warning.
 - (d) was planning to fish off the tanker.
2. The men who had fished off the sunken ship:
 - (e) didn't catch many fish.
 - (f) lost many hooks and lines to the sharks.
 - (g) had no trouble with sharks.
 - (h) caught many sharks.
3. As the divers neared the tanker:
 - (a) they speared more fish,
 - (b) they saw a few small fish.
 - (c) a shark swam close by.
 - (d) the fish hid in the coral heads.
4. Bima could be described as being:
 - (e) lazy.
 - (f) careful.
 - (g) fearless.
 - (h) careless.
5. When he discovered that the ship was very close, Bima was filled with:
 - (a) pleasure.
 - (b) hate,
 - (c) fear,
 - (d) courage.

STOP

CHECK YOUR WORK, MAKE SURE THAT YOU HAVE ANSWERED ALL OF THE QUESTIONS.

34/34

CLOZE PROCEDURE

NAME _____

DATE Teacher

A-4.0

Sample sentence

There are many coconuts _____ on the tree

THE STORY OF A BEACH

How many grains of sand do you think there are on all the beaches of the world? We can only guess _____ the answer. There must _____ billions upon billions of _____. We do have a _____ idea of how sand _____ made, however, and how _____ are formed.

The sand _____ find on a beach _____ probably rock long ago. Rain _____ upon the rock. It _____ away the softer parts. Windstorms _____ away small pieces. Water _____ down into the cracks _____ pits of the rock. When _____ water froze it expanded. This _____ small chips or even larger _____ to break off.

The _____ stones broken off the _____ were carried along by _____ rains. Some stones were _____ into rivers. Then the _____ waters pushed and rolled _____ along to the sea. Ocean _____ worked on them. At _____ the stones were ground _____ completely and they became _____. This process still goes _____ on _____. The same forces are _____ work. Rock continually is _____ turned into sand.

No _____ grain of sand is _____ to stay in one _____ place very long. Wind can _____ the small grains on _____ journeys. Waves and currents carry sand up and down the seashore.

CLOZE PROCEDURE

NAME _____

DATE _____

A-3.5

Sample sentence

I saw the man _____ into the water.

ANIMALS WITH HOUSES

You have probably seen snail shells on the beach or in the woods. They are the homes _____ snails. A snail's body _____ fastened to the inside _____ its shell, so that _____ snail carries its home _____ it goes. But it _____ not outgrow its home. The _____ and body grow at _____ same rate. Some shells _____ smaller than a thimble, _____ others are as much _____ a foot long.

Snails _____ in damp places or _____ the water. A land _____ might be found under _____ wet leaf, under a _____, or in a damp _____. Water snails live among _____ weeds in ponds or _____. Other water snails live _____ the ocean and sometimes _____ be seen on the _____ at low tide.

Have _____ heard the expression "at _____ snail's pace? You will _____ what it means if _____ watch a snail move _____ the ground. The little _____ moves at a very _____ pace. This is not _____ because it has only _____ foot, and the main _____ of the foot is _____ the snail's belly. A _____ can move only as _____ as it can wriggle _____ belly. To move more _____, the snail lays a _____ road _____ as it goes.

CLOZE PROCEDURE

A-3.0

NAME _____

Example Sentence

The dog walked across _____ road.

RICHARD TAKES A TRIP

Richard Morton was a little boy with big dreams. He wanted to travel _____ over the world. Only _____ thing stopped him. Richard _____ only six years old.

Richard's _____ had sailed across the _____. He had been to many _____. Often he told Richard _____ about the exciting places _____ had visited. Richard liked _____ hear his father's stories _____ countries like England and _____ and Germany. How he _____ that he could see _____ countries too!

One day Richard said _____ his father, "Why can't _____ go to all those _____, Dad? I think I'm _____ enough."

"I'm afraid you're _____ quite big enough yet _____ travel around the world _____ yourself," his father said.

"There _____ be some way I _____ go," Richard said. "Isn't _____ any way at all?"

"Well, _____ is one way," Mr. _____ answered. "But there are _____ things you would have _____ do."

"I'll do anything," _____ said.

"Would you sit _____ for several hours?" asked _____ Morton.

"Oh, yes," Richard _____. "I really would."

"Would _____ concentrate very hard?" Mr. _____ asked. "Would you think _____ about everything?"

Richard said _____.

"Then come with me," _____ Morton said. He led _____ into the room that _____ used as a library. There _____ shelves and shelves of _____ in the room.

Mr. Morton _____ a book down from _____ of the shelves. Then _____ took down another. Finally _____ had a pile of _____ of different shapes and _____. He placed them in front of Richard.

CLOZE PROCEDURE

A-3.0

NAME

Teacher

THE SURPRISE PARTY

Cathy read the note on her father's desk. She knew that she wasn't supposed to touch things there. But the note was right on top. She couldn't miss it. Besides, it was important.

The note said, "Thursday--Laura's birthday."

Laura was Cathy's mother. "Daddy always forgets things," thought Cathy. "So he wrote a note to himself. He wanted to be sure that he remembers Mother's birthday."

Then Cathy looked again. "Thursday is today!" she said.

"It's a good thing I saw the note," said Cathy. "I can do something nice for Mother while she is downtown."

Cathy was very busy for the next few hours. She picked flowers from the garden and put them on the dining-room table. She found some pretty candy and colored napkins. At last everything was ready for the surprise party.

Then Cathy rushed to the store. She had what was left of her allowance in her purse. At the dime store she found just what she was looking for. She bought some pretty white earrings. Then she ran home and wrapped them in beautiful paper.

Dinner that evening was very gay. How surprised Cathy's mother looked when she saw the dining room! And when she saw the earrings, she was too surprised to say a word.

Example Sentence

He put the big red box on the table.

CLOZE PROCEDURE

A-2.6

NAME

Teacher

Example Sentence

The dog walked across the road.

RICHARD TAKES A TRIP

Richard Morton was a little boy with big dreams. He wanted to travel all over the world. Only one thing stopped him. Richard was only six years old.

Richard's father had sailed across the ocean. He had been to many countries. Often he told Richard stories about the exciting places he had visited. Richard liked to hear his father's stories about countries like England and France and Germany. How he wished that he could see these countries too!

One day Richard said to his father, "Why can't I go to all those places, Dad? I think I'm old enough."

"I'm afraid you're not quite big enough yet to travel around the world by yourself," his father said.

"There must be some way I can go," Richard said. "Isn't there any way at all?"

"Well, there is one way," Mr. Morton answered. "But there are some things you would have to do."

"I'll do anything," Richard said.

"Would you sit quietly for several hours?" asked Mr. Morton.

"Oh, yes," Richard replied. "I really would."

"Would you concentrate very hard?" Mr. Morton asked. "Would you think carefully about everything?"

Richard said yes.

"Then come with me," Mr. Morton said. He led Richard into the room that They used as a library. There were shelves and shelves of books in the room.

Mr. Morton took a book down from one of the shelves. Then he took down another. Finally he had a pile of books of different shapes and sizes. He placed them in front of Richard.

CLOZE PROCEDURE

A-2.0

NAME

TeacherExample Sentence

The fisherman caught a big fish.

THE NEW HOUSE

Bill's family had moved to a new town. Tonight they were sleeping in their new house.

Everyone was in bed. But Bill was still awake.

"I don't think I like this house very much," he thought.

"Everything is very different here.

"I miss my friend Pete. And I don't know anyone to play baseball with."

A dog barked. "Even that dog sounds different" Bill thought. "There are so many new things here.

"It's hard to sleep in a new house. I wish I were back in our old house."

At last Bill fell asleep.

The next morning Bill was eating breakfast. "I don't like living in a new house," he said again. "I don't know anyone here."

"Hi!" said a voice. "I'm Wally."

Bill looked. There was a boy at the door. "I live next door," said the boy. "Can you come out and play? I have a new tree house."

Bill ran outside.

"We have a baseball team, too," Wally said. "Do you like to play?"

"Oh, yes," Bill said. He felt better already.

The boys played in the tree house all morning. Soon it was time for lunch. Bill ran home.

"You look very happy," said Bill's mother.

"I had fun today," said Bill. "I guess I'll like living in a new house after all."

CLOZE PROCEDURE

A-1.4

NAME

Teacher

Example Sentence

The boy hit the ball with his new bat.

RON'S HIDING PLACE

Ron and David were playing a game.

"Stand by this big rock," said Ron. "Close your eyes.

Count to ten.

"I will hide.

"You try to find me."

David closed his eyes.

David counted to ten. He opened his eyes.

He looked around the yard.

He could not see Ron.

"I give up!" David called. "Where are you?"

"Here I am," said Ron.

He was sitting behind the big rock.

He had been there all the time.

AUDITORY DISCRIMINATION

BEGINNING SOUNDS	-	MIDDLE SOUNDS	-	ENDING SOUNDS
1. river	-	round		14. tubing - prudish
2. think	-	bank		15. dismiss - discharge
3. left	-	soft		16. smudge - badge
4. playful	-	cave		17. thick - thought
5. visitor	-	operator		18. lease - reach
6. slip	-	slam		19. straight - stream
7. decide	-	develop		20. camp - trump
8. sip	-	clap		21. funny - phone
9. cold	-	boat		22. altitude - longitude
10. lurch	-	batch		23. feel - keep
11. presented	-	resentful		24. fake - state
12. try	-	truck		25. knock - noon
13. noisy	-	toiled		

2

AUDITORY DISCRIMINATION

Beginning

8
Sounds

Ending

Example Words:

bright - brown

helped - slapped

show - blow

1. phone - find

2. sack - bake

3. nine - know

4. devise - determine

5. seclusion - ~~de~~vision

6. stray - clay

7. blame - blow

8. raft - soft

9. claim - cleft

10. repeat - reduce

2

Auditory Discrimination: Middle Sounds

Examples:

Night mine

bad cap

sputter mule

left bet

ANSWER KEY

- | | | |
|---|------------|----------|
| S | 1. held | melt |
| S | 2. boil | point |
| D | 3. save | lad |
| S | 4. bet | settle |
| S | 5. type | sign |
| D | 6. chowder | couldn't |
| D | 7. walk | sow |
| S | 8. butter | cub |
| D | 9. down | sowing |
| S | 10. tracks | ladder |

5

AUDITORY DISCRIMINATION: Beginning Sounds

Example Words:

bright brow

grip green

slip clap

twin twice

1. speak span

2. train black

3. dream drop

4. reward return

5. frame tray

6. glad story

7. through three

8. flake this

9. express extend

10. spike spend

3

AUDITORY DISCRIMINATION: Beginning Sounds

Example Words:

Many man

foam fire

time Tuesday

pick kind

-
- | | | |
|-----|-------|-------|
| 1. | sat | said |
| 2. | can | curse |
| 3. | race | rent |
| 4. | very | find |
| 5. | wind | we |
| 6. | after | often |
| 7. | hose | hear |
| 8. | marry | nice |
| 9. | farm | tan |
| 10. | came | kept |

2

AUDITORY DISCRIMINATION: Beginning sounds

box	bat
dock	dig
leaf	city
must	more
rich	river

-
- | | | |
|-----|---------|-----------|
| 1. | sing | Sunday |
| 2. | here | down |
| 3. | catch | can |
| 4. | light | lamb |
| 5. | apple | and |
| 6. | near | messenger |
| 7. | ball | runner |
| 8. | express | export |
| 9. | time | tomorrow |
| 10. | fall | fight |

Example Words;

sit sang

we wing

time cave

rich river

yesterday year

-
1. can city
 2. dog dump
 3. open over
 4. live lowly
 5. now gone
 6. Tom tin
 7. rope raise
 8. exray expound
 9. fine south
 10. paper petal

4

AUDITORY DISCRIMINATION: Beginning sounds

Example Words:

black	blue
crime	creep
space	spirit
child	flag
three	through

- | | |
|-----------|----------|
| 1. small | smack |
| 2. straw | straight |
| 3. should | sure |
| 4. climb | drop |
| 5. brown | bring |
| 6. twin | thing |
| 7. them | she |
| 8. spring | spread |
| 9. fright | free |
| 10. place | plan |

1

AUDITORY DISCRIMINATION: Ending Sounds

Example Words:

lack	pluck
send	land
pitch	child
hit	set

1. prance fence
2. wild mold
3. ship shoulder
4. wildly sadly
5. knock sack
6. slam snake
7. paint cimbale
8. skip cup
9. establishment emplacement
10. net sat
11. leaf bait
12. soft raft
13. hem pan
14. helped snapped
15. park deed

1

AUDITORY DISCRIMINATION

Middle Sounds

Example Words:

road - hope

sail - paint

stand - stroke

showman - hoeing

S 1. rat - cap

S 2. stood - foot

D 3. crawl - happen

S 4. dime - pipe

D 5. load - top

D 6. should - cloudy

S 7. feet - breezy

S 8. fame - tape

D 9. stream - city

S 10. tube - plume

AUDITORY DISCRIMINATION

Beginning & Ending

Sounds

Example Words:

day - play

blanket - blow

throw - through

soft - left

- B 1. sad - sack
- B 2. black - blue
- B 3. ~~depart~~ - develop
- E 4. symbol - tumble
- B 5. spray - sprite
- E 6. clay - pray
- E 7. nervous - curious
- E 8. extended - decided
- B 9. thing - thankful
- E 10. smack - track

1

AUDITORY DISCRIMINATION

Beginning

4

Ending

Sounds

Example Words:

day - play

blanket - blue

throw - through

soft - left

- B 1. sad - sack
- B 2. black - blue
- B 3. ~~decided~~ ^{deport} - develop
- E 4. symbol - tumble
- B 5. spray - spring
- E 6. clay - pray
- E 7. nervous - curious
- E 8. extended - decided
- B 9. thing - thankful
- E 10. smack - truck

BEGINNING CONSONANT SOUNDS

DIRECTIONS: Read each sentence. Put a circle around the beginning sounds of the words which are underlined.

1. We sat on the sand and read the newspaper.
2. The boy kicked the tin can.
3. Doctor John talked to the sick woman.
4. All the little children can jump well.
5. Mary's cat has five tiny kittens.
6. Did you give him the money?
7. They washed the dirty dishes.
8. Our city has a new fire truck.
9. It is dark enough to turn on the lights.
10. Bima's hook was caught in the coral.
11. Sometimes maps have many colors.

CONSONANT SOUNDS

DIRECTIONS: Read the words in each box. Select the right word to complete each sentence.

quickly quit quiet queen quilt	The room was so _____ you could hear a pin drop. The man jumped _____ to his feet. We watched them crown the Homecoming _____.
photograph phrase Rudolph elephant Philadelphia	He took my _____ with his new camera. An _____ has a very long trunk. _____ is the name of a red-nosed reindeer.
enough tough rough ghost high	In his dream he saw a _____. The meat was _____ and hard to chew. Sandpaper is very _____.
guess guilty guest guard guide	Rumpelstiltskin made the queen _____ his name. A visitor to your home is a _____. Policemen are needed to _____ the prisoners in jail.
think thank moth thin thaws	She eats a great deal of food but still stays _____. I want to _____ you for the gift. You _____ with your brain.
then mother there that them	The opposite of "this" is _____. Your father's wife is your _____. Help _____ pull their boat out of the water.

NAME _____

DATE _____

BEGINNING CONSONANTS

1. Add f, h, ch to the ending arm to spell three words.
(1) _____ (2) _____ (3) _____
2. Add h, t, w, sm st to the ending all to spell five words.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
3. Add b, t, w, ch, st to the ending alk to spell five words.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
4. Add l, s, br, gr, st to the ending and to spell five words.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
5. Add c, d, p, sm, st, to the ending art to spell five words.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
6. Add ch, gr, pl, sc, sl to the ending ant to spell five words.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
7. Add d, l, cl, st, tr to the ending amp to spell five words.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
8. Add c, f, l, m, p, to the ending ast to spell five words.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
9. Add f, g, l, t, sh to the ending ame to spell five words.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
10. Add f, l, m, pl, tr to the ending ace to spell five words.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

<u>ld</u>	<u>mp</u>	<u>st</u>	<u>nd</u>	<u>nk</u>	<u>ng</u>	<u>nt</u>
held	bump	most	end	honk	bang	moment
bold	jump	dust	blind	drink	bring	went
build	thump	last	send	think	strong	grunt
cold	limp	past	found	thank	wrong	plant
mild	stump	coast	stand	bank	young	present

DIRECTIONS: Pronounce each of the words in the above lists. Then read the story slowly to yourself. Fill in the missing blanks using the endings listed above.

One summer I spe __ two weeks away from home. I went to visit my Au __ Sandy. She lived at the foot of a tall mountain.

While I was there, I met a boy named Fra __. He became a good frie __, and we spe __ most of each day together.

Frank said that there were wi __ animals on the mountain. One morning after breakfast we had a contest ju __ to see how man wild animals we could fi __. Frank we __ one way, and I went another. We searched lo __ past noon.

Frank returned first and, of course, I was seco __. "I didn't bri __ any wild animals back," I said, "but I counted twenty."

I saw Aunt Sandy wi __ one eye. Then she said that Frank brought one back. "Where?" I asked.

Frank pointed to himself and said, "I'm wild with hunger."

After lunch we got fish hooks and stri __ and went to the po __. We lay on the grou __ and laughed about our big animal hu __.

VOWEL SOUNDS

<u>EXAMPLE WORDS:</u>	<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>	<u>u</u>
Short Sounds	and	empty	it	hot	up
Long Sounds	ate	even	item	open	use

DIRECTIONS: Read each sentence silently to yourself. Look at each underlined word. If the vowel has a long sound, put a "—" over it. If the vowel has a short sound, put a "•" over it.

1. The car ran off the road, hit a tree, and then rolled over twice.
2. As the small children watched the ship lift up its anchor some of them waved to the people on board.
3. Yesterday I saw many people pick up empty cans along the road.
4. It rained hard for a long time this morning.
5. I watched them washing their clothes in the new tubs.
6. He raised his rifle and shot the little rabbit that was hopping across the field.
7. Mary put all her books into her blue book bag.
8. It is hot in here, so why don't you open the window.

NAME _____

VOWEL SOUNDS

DIRECTIONS: Write on the line the one word that has a long vowel sound.

- | | | | |
|--------------|-------------------|---------------|-------------------|
| 1. fr _____ | ight
et
og | 13. cl _____ | ip
ass
ose |
| 2. gl _____ | ad
ass
obe | 14. cr _____ | ime
ack
oss |
| 3. pl _____ | um
ate
ot | 15. tr _____ | ibe
ick
ap |
| 4. dr _____ | ove
ink
um | 16. sl _____ | ush
ave
im |
| 5. sm _____ | ock
ile
og | 17. fr _____ | ost
oze
esh |
| 6. st _____ | uck
ing
ale | 18. str _____ | ing
ip
ipe |
| 7. sm _____ | oke
ash
ell | 19. gr _____ | unt
ave
ass |
| 8. pr _____ | im
ice
ess | 20. sk _____ | id
ip
ate |
| 9. cr _____ | ate
ash
op | 21. st _____ | and
ill
ole |
| 10. br _____ | ick
ing
oke | 22. sl _____ | ot
ate
ap |
| 11. gr _____ | ip
in
ape | 23. bl _____ | ast
ink
ame |
| 12. tw _____ | ist
ice
in | 24. gr _____ | ub
ime
ill |

NAME _____

VOWEL SOUNDS

DIRECTIONS: Write on the line the one word that has a short Vowel sound.

- | | | | |
|-------------|--------------------|-------------|--------------------|
| 1. h _____ | ide
im
ive | 13. f _____ | ight
ire
ill |
| 2. r _____ | ing
ight
ide | 14. h _____ | old
ot
ome |
| 3. s _____ | eem
eed
end | 15. w _____ | ent
eave
eek |
| 4. b _____ | ox
oat
oth | 16. c _____ | ame
ase
at |
| 5. p _____ | age
aint
ass | 17. s _____ | ame
old
ick |
| 6. f _____ | ine
ive
it | 18. r _____ | ule
un
ide |
| 7. m _____ | ay
ade
an | 19. g _____ | ot
ame
aye |
| 8. r _____ | ight
ich
ide | 20. l _____ | east
et
oad |
| 9. f _____ | ell
eed
eet | 21. c _____ | ut
oat
oax |
| 10. f _____ | ace
ast
air | 22. b _____ | oat
ack
eat |
| 11. d _____ | id
ied
ime | 23. n _____ | ot
ose
ine |
| 12. s _____ | ale
at
ave | 24. r _____ | est
eal
ope |

NAME _____

bin	fist	try	build
list	crib	sight	fit
dirt	flip	sick	dial
nice	squirm	listen	girl
bill	bite	miss	strip
shine	witch	wipe	bring
hire	kind	dive	ice
life	sink	stir	while

DIRECTIONS: Pronounce each word softly to yourself. Write each word in the correct column.

<u>i</u>	<u>i</u>	<u>ir</u>
e.g. it	e.g. ivory	e.g. bird
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	
7. _____	7. _____	
8. _____	8. _____	
9. _____	9. _____	
10. _____	10. _____	
11. _____	11. _____	
12. _____	12. _____	
13. _____	13. _____	
14. _____	14. _____	
15. _____	15. _____	

y: Vowel Sounds

Sometimes the letter y is used as a vowel. It may have a long i sound, or a long e sound,

DIRECTIONS: Copy the words in each sentence which have the letter y. If the y has the sound of "i" write "i". If the y has the sound of "e" write "e."

- | | | | | |
|--|-----------|----------|---------------|----------|
| 1. Did you see my pretty new book? | <u>my</u> | <u>i</u> | <u>pretty</u> | <u>e</u> |
| 2. Does he know why the pony ran? | _____ | _____ | _____ | _____ |
| 3. Tom may try to tell the story. | _____ | _____ | _____ | _____ |
| 4. There were twenty birds in the sky | _____ | _____ | _____ | _____ |
| 5. Jack was happy to see them fly. | _____ | _____ | _____ | _____ |
| 6. Did the baby cry when he came? | _____ | _____ | _____ | _____ |
| 7. Will she buy a glass of jelly? | _____ | _____ | _____ | _____ |
| 8. The fairy dyed the apple. | _____ | _____ | _____ | _____ |
| 9. That road was dry and dusty, | _____ | _____ | _____ | _____ |
| 10. This lady used the typewriter. | _____ | _____ | _____ | _____ |
| 11. By noon we were having a merry time. | _____ | _____ | _____ | _____ |
| 12. She will fry those tiny pieces. | _____ | _____ | _____ | _____ |
| 13. He has plenty of dye for the eggs. | _____ | _____ | _____ | _____ |
| 14. How many of those words rhyme? | _____ | _____ | _____ | _____ |
| 15. That sly fox came one rainy afternoon. | _____ | _____ | _____ | _____ |

VOWEL SOUNDS

a - e - i - o - u

DIRECTIONS: For each item, write on the line the one word that has a short vowel sound.

- | | | | |
|--------------|-------------------|--------------|---------------------|
| 1. st _____ | ore
ing
ale | 13. fl _____ | are
ap
ake |
| 2. tr _____ | ade
ay
ip | 14. sl _____ | im
ime
ice |
| 3. st _____ | ale
ate
ack | 15. st _____ | ate
are
uck |
| 4. tr _____ | ick
ace
ade | 16. gr _____ | ate
in
ave |
| 5. sp _____ | ade
an
ace | 17. tr _____ | ace
ash
ade |
| 6. cr _____ | ate
aze
ab | 18. sn _____ | ack
ake
are |
| 7. st _____ | op
one
ore | 19. sc _____ | are
ab
ale |
| 8. bl _____ | ade
ame
ack | 20. pr _____ | int
ize
ide |
| 9. sp _____ | in
ine
ite | 21. br _____ | ave
ace
ass |
| 10. sl _____ | ave
ack
ime | 22. dr _____ | one
ink
ive |
| 11. gr _____ | ass
ape
ace | 23. fr _____ | ost
eeze
ight |
| 12. pr _____ | ice
ess
une | 24. st _____ | ate
eel
em |

SHORT AND LONG VOWELS

1. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in path.
Draw a circle around each word that has the same vowel sound you hear in lake.

add	snap	faith	trace	claim
bank	frame	came	laugh	skate
play	shall	fast	pain	apple

2. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in teeth.
Draw a circle around each word that has the same vowel sound you hear in let.

best	legs	sleep	stem	breathe
beet	clean	each	please	street
steal	spend	three	sketch	dream

3. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in line.
Draw a Circle around each word that has the same vowel sound you hear in hit.

write	pick	right	witch	climb
find	mine	spine	blind	tribe
twig	twist	fine	drip	whip

4. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in got.
Draw a circle around each word that has the same vowel sound you hear in rope.

cone	boat	throw	lock	shock
stop	those	cold	show	crop
stone	clock	slope	rock	note

5. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in but.
Draw a circle around each word that has the same sound you hear in tube.

under	humor	tub	dust	bulb
truck	must	fuse	tune	suit
fuss	crust	dune	bust	blue

Example Words:

sat	hat	black	mad
plan	sand	flag	sample

I will pronounce each word once. Then you say the word softly to yourself. Listen to the sound of the "a" vowel. Draw a circle around only those words that have the short "a" sound.

land	hand	rake	rate
has	fame	sack	mat
mate	clap	sad	band
seat	cape	dial	bake
hail	ham	ramp	start
cap	bait	scramble	sail
bark	harm	tractor	bat

NAME _____

#2

NAME _____

a: Short Vowel Sound

Example Words:

bag

land

cap

mad

I will pronounce each word once. Then you say the word softly to yourself. Listen to the sound of the "a" vowel. Draw a circle around only those words that have the short "a" sound.

plan

scrap

standing

fake

lake

play

had

rail

band

happy

clamp

raid

can

slap

bait

fan

sail

fail

smart

handle

wrap

farm

fad

starboard

sap

apple

sample

last

1

a: Long Vowel Sound

Example Words:

bail	baker	play
hate	stray	sail
mail		made

I will pronounce each word once. Then you say the word softly to yourself. Listen to the sound of the "a" vowel. Draw a circle around only those words that have the long "a" sound.

make	fast	maple	black
say	may	ramp	brand
ladder	raid	late	mate
last	map	rail	man
hate	cave	ham	display
came	lack	scramble	clay
laboratory	tray	blade	tail

NAME _____

NAME _____

2

a: Long Vowel Sound

Short "a" Sound

bat

had

Long "a" Sound

bait

rate

play

Say each word softly to yourself. Listen to the sound of the vowel "a".
Draw a circle around only those words that have the long "a" sound.

talk

black

pail

make

may

demonstrate

stay

stale

fan

my

bake

apple

strange

trace

bank

shall

laugh

frame

clay

fast

faith

3

a: Long and Short Vowel Sounds

Short "a"

had

map

Long "a"

paid

late

DIRECTIONS: Pronounce each word softly to yourself. If the vowel sound is short, write "short a" on the line after the word. If the vowel sound is long, write "long a" on the line after the word.

- | | |
|-----------------|------------------|
| 1. crab _____ | 13. player _____ |
| 2. snail _____ | 14. slam _____ |
| 3. and _____ | 15. gay _____ |
| 4. jam _____ | 16. blast _____ |
| 5. cake _____ | 17. champ _____ |
| 6. hay _____ | 18. scrape _____ |
| 7. cat _____ | 19. paid _____ |
| 8. splash _____ | 20. pal _____ |
| 9. tape _____ | 21. lad _____ |
| 10. brain _____ | 22. tap _____ |
| 11. land _____ | 23. claim _____ |
| 12. strap _____ | 24. spray _____ |

bag	plane	farm	rail
scrape	rag	clam	mate
strand	bate	track	grand
sang	brain	fat	cape
cart	sack	tame	twine
plate	glass	vane	rain
mane	hate	pant	sad
same	start	flag	barter

DIRECTIONS: Pronounce each word softly to yourself. Write the word in the correct column.

a	a	ar
e.g. <u>and</u>	e.g. <u>ate</u>	e.g. <u>darling</u>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	
10. _____	10. _____	
11. _____	11. _____	
12. _____	12. _____	
13. _____	13. _____	
14. _____	14. _____	

NAME _____

#1

e: Short Vowel Sound

Example Words:

best

help

egg

let

Say each word softly to yourself. Listen to the sound of the vowel "e".
Draw a circle around those words that have the short "e" sound.

Wheat

queen

ten

gentle

bed

leg

end

general

bee

bead

three

give

sheel

teeth

when

keep

men

pet

jet

beat

shelter

beak

eat

nest

cent

yes

we

her

NAME _____

1

e: Long Vowel Sound

Example Words:

Seed

treat

free

bean

Say each word softly to yourself. Listen to the sound of the vowel "e".
Draw a circle around only those words having a long "e" sound.

belt

feet

three

sled

sea

eat

nest

stretch

elm

jet

leg

seal

desk

peach

queen

deep

sleep

leave

net

weave

team

sell

wheel

either

bed

kept

seen

next

team	weep	clerk	pea
sent	spend	step	hen
melt	peak	complete	perch
lead	nest	protect	mean
belt	bends	perfect	when
herd	pea	steam	gem
please	bet	spell	check
let		yes	beam

#####

e	e	er
e.g. <u>every</u>	e.g. <u>even</u>	e.g. <u>her</u>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	
9. _____	9. _____	
10. _____	10. _____	
11. _____	11. _____	
12. _____	12. _____	
13. _____	13. _____	
14. _____	14. _____	
15. _____	15. _____	

NAME _____

1

i: Short Vowel Sounds

Example Words:

if

slip

single

hit

six

sin

Say each word softly to yourself. Listen to the sound of the vowel "i". Draw a circle around those words having the short "i" sound.

clip

brick

city

prize

milk

fire

fine

kick

side

whistle

rich

kiss

sing

white

pie

sister

hive

him

fish

in

dial

little

in

his

fist

site

right

tire

1

i: Long & Short Vowel Sounds

Example Words:

Long Vowel Sound

Ice

ride

Short Vowel Sound

sit

lip

Pronounce each word softly to yourself. If the word has a short vowel sound, write "short i" on the line beside the word. If the word has a long vowel sound, write "long i" on the line beside the word.

1. light _____

2. time _____

3. mill _____

4. slice _____

5. riddle _____

6. slid _____

7. kitchen _____

8. pile _____

9. pie _____

10. single _____

11. wild _____

12. himself _____

13. ring _____

14. pin _____

15. sign _____

16. line _____

17. listen _____

18. litter _____

EXAMPLE WORDS

it

kick

DIRECTIONS: Say each word softly to yourself. Mark all short vowels with a "✓".

ship	this	knit	still
dig	swine	site	dive
time	swim	mighty	high
slid	fish	girl	life
crib	city	find	chin
mine	kite	lit	mill
Nile	dirt	thick	sink

NAME _____

O: Long & Short Vowel Sound

#1

Long Vowel Sound

hope

load

Short Vowel Sound

hop

cot

Say each word softly to yourself. Listen carefully to the vowel "O". If the vowel "O" is long write "long O" on the line next to the word. If the vowel "O" is short, write "short O" on the line next to the word.

1. dot _____

2. copy _____

3. pope _____

4. ox _____

5. cloak _____

6. sock _____

7. robber _____

8. cop _____

9. bone _____

10. mop _____

11. soap _____

12. woke _____

13. toast _____

14. pond _____

15. loaf _____

16. spot _____

17. gobble _____

18. go _____

19. open _____

20. bottom _____

NAME _____

Example Words: us cut

DIRECTIONS: Say each word softly to yourself. Listen to the sound of the vowel "u". Draw a circle around only those words having a short "u" sound.

mule

stump

duck

but

bus

butte

jump

stupidly

nut

use

tune

tumble

pluck

fun

cute

tube

jump

butter

run

amuse

slumber

NAME _____

Short "u"

Long "u"

up

use

but

tune

DIRECTIONS: Pronounce each word softly to yourself. Listen carefully to the sound of the vowel "u". Mark all long sounds with a "—".

tub	cute	punch	flume
bun	stuck	crush	rust
cube	mute	fuse	bunt
cut	sun	fuel	June
hub	excuse	pure	dune
huge	pup	runner	lunch
thrust	knute	unit	mud

CONSONANT BLENDS

- I. Say each word softly to yourself and then draw a circle around the beginning sound.

fright	this	tree	score
show	sleep	school	plan
drive	throw	broken	clean
street	black	star	climb

- II. Say each word softly to yourself and then draw a circle around the beginning sound.

string	school	stream	sprite
scream	strong	spring	split
schedule	splash	through	strike
thread	shrill	shrine	throat

- III. Write the missing blend in the blank to complete the words. Choose your answer from these blends: scr sch spl spr str thr

1. I heard the ee children eam .
2. Tom ew the basketball ough the hoop.
3. She ashed water on the clothes.
4. He pulled hard and broke the ing .
5. The edule said that ool would start on September 10.

NAME _____

VOWEL SOUNDS

eat	scum	seat	free
lamb	it	raid	missing
mend	try	bite	sign
steam	eve	sent	sprain
wrist	best	stitch	bed
stair	map	zebra	keeper
kept	sailor	gave	simple
die	dial	happy	master
hitter	settle	ten	blight
may	trip	tame	plea
	strap	crime	

DIRECTIONS: Pronounce each word in the list given above. Write each word in the column having the same vowel sound.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<u>a</u>	<u>e</u>	<u>i</u>	<u>u</u>	<u>o</u>	<u>o</u>
e.g. had	e.g. let	e.g. hide	e.g. tale	e.g. sit	e.g. neat
1. _____	1. _____	1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____	7. _____	7. _____

NAME _____

VOWEL SOUNDS

DIRECTIONS: Say each word softly to ~~yourself~~. Write each word in one of the columns below.

bed	meat	me	butter
go	page	sky	seat
bead	she	empty	robe
gate	dream	make	him
chain	mat	hide	fly

A

words with two vowels--one long and a silent "e" at the end

B

words with one vowel that is long

C

words with one vowel that is short

D

words with two vowels together --the first long and the second silent

1. <u>spade</u>	1. <u>he</u>	1. <u>sit</u>	1. <u>foam</u>
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____

DIRECTIONS: Read each sentence. Above each underlined word write either A, B, C, or D.

- The child put the bead on the string.
- She stood on the stage and sang.
- My, the water in this stream is not clean.
- When the ball player heard "Strike," he began to shake his head.
- The tree was so high I had to strain to trim the top.
- "As the airplane went higher in the sky," said Jane, "I could see all over the State."

DIRECTIONS: For each number, write on the line the one word that has a short vowel sound.

1. ch _____
 ain
 annel
 ase

7. sh _____
 eep
 eer
 ed

2. wh _____
 eat
 eel
 en

8. tr _____
 ace
 ain
 ack

3. gr _____
 ab
 ape
 ain

9. ch _____
 eat
 eek
 eck

4. ch _____
 est
 eat
 eer

10. st _____
 ale
 ate
 and

5. fl _____
 ake
 at
 ame

11. sw _____
 eep
 ell
 eet

6. sp _____
 eak
 eed
 ell

12. sl _____
 ant
 ave
 ate

DIRECTIONS: For each number, write on the line the one word that has a long vowel sound.

13. ch _____
ap
ase
at

19. ch _____
est
eat
ess

14. sw _____
ell
ept
eep

20. gr _____
ace
ab
ant

15. bl _____
ack
ank
aze

21. sh _____
eep
ell
ed

16. qu _____
een
est
ell

22. sh _____
ack
ave
aft

17. st _____
ate
ack
and

23. sp _____
eck
end
eed

18. st _____
eam
em
ep

24. pl _____
an
ant
ain

NUMBER RIGHT 1-12 _____

NUMBER RIGHT 13-24 _____

TOTAL NUMBER RIGHT _____

DIRECTIONS: Put a check mark (✓) above every vowel you see. Pronounce each word softly to your self. On the line after each word write the vowel you hear. Number 1 has been done for you.

- | | | | |
|------------------|----------------|------------------|-----------------|
| 1. lead <u>e</u> | 10. pale _____ | 19. pole _____ | 28. grade _____ |
| 2. me _____ | 11. fine _____ | 20. make _____ | 29. fruit _____ |
| 3. foam _____ | 12. face _____ | 21. beat _____ | 30. tries _____ |
| 4. nice _____ | 13. blue _____ | 22. plain _____ | 31. cube _____ |
| 5. rule _____ | 14. raid _____ | 23. stripe _____ | 32. claim _____ |
| 6. mine _____ | 15. suit _____ | 24. coast _____ | 33. slime _____ |
| 7. bake _____ | 16. fail _____ | 25. leave _____ | 34. wheat _____ |
| 8. treat _____ | 17. boat _____ | 26. wine _____ | 35. eagle _____ |
| 9. cry _____ | 18. free _____ | 27. died _____ | 36. sue _____ |

DIRECTIONS: Say each word softly to yourself. Put a line through the letters you do not hear when you say the word.

hoe	wrap	limb	true	store
right	meat	pale	plate	write
mule	toast	team	sight	dream
kite	raid	know	sign	tries
lamb	tied	comb	gnat	answer
know	coat	wrist	knock	bright
name	treat	load	smile	high
boat	dime	else	tile	wren
knee	fire	tire	fright	straight

NAME _____

OW

DIRECTIONS: Say each word softly to yourself. If the ow in the word sounds like the ow in cow write number 1 on the line in front of the word. If the ow sounds like the ow in throw write number two on the line.

_____ how	_____ below	_____ crown	_____ yellow
_____ own	_____ crowd	_____ plows	_____ minnow
_____ now	_____ bowls	_____ town	_____ towels
_____ owl	_____ grow	_____ lower	_____ slowest
_____ know	_____ power	_____ grown	_____ fellow
_____ down	_____ crow	_____ flower	_____ bow-wow
_____ snow	_____ allow	_____ pillow	_____ shadow
_____ town	_____ vowel	_____ mowing	_____ plowing
_____ bowl	_____ flow	_____ shower	_____ snowing
_____ plow	_____ brown	_____ follow	_____ growing
_____ slow	_____ arrow	_____ cowboy	_____ snowman
_____ howl	_____ blow	_____ narrow	_____ showing
_____ show	_____ tower	_____ lowest	_____ sparrow
_____ gown	_____ clown	_____ vowels	_____ blowing

NAME _____

owl

cow

mouse

house

+++++

DIRECTIONS: Pronounce the four words listed above. The ou and ow sound alike.
Underline the words in the sentences below that have the same sound.

1. The mouse in our house ate a pound of flour.
2. We saw flowers growing near the fountain.
3. A thousand people were on the crowded boat.
4. We should be proud of our new plow.
5. A strange blowing sound came from the round tower.
6. Many cows were eating near the mountain.
7. Her house has a big yard around it.
8. Tom will put our plants in the ground.
9. The owl stayed in town for an hour.
10. How did he learn about your going south?
11. We found the clown in the tent.

Say each underlined word softly. Write them on the lines provided below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

DIRECTIONS: Say each word softly to yourself. Write on the line the one word that has a short vowel sound.

- | | | | |
|-------------|-------------------|-------------|--------------------|
| 1. t _____ | ime
ight
in | 13. s _____ | ight
ing
ame |
| 2. f _____ | ame
ake
an | 14. m _____ | et
eat
ice |
| 3. f _____ | ix
ight
ire | 15. r _____ | ake
ain
ack |
| 4. m _____ | ice
ill
ile | 16. b _____ | et
eat
oat |
| 5. h _____ | op
old
ope | 17. f _____ | ight
old
un |
| 6. r _____ | ide
im
ight | 18. b _____ | ill
eat
ake |
| 7. g _____ | ot
old
oat | 19. n _____ | ap
ose
ape |
| 8. s _____ | ame
at
ay | 20. s _____ | eat
un
ame |
| 9. c _____ | ap
ape
ake | 21. c _____ | at
ame
ake |
| 10. s _____ | ix
ide
ight | 22. f _____ | ight
ell
ame |
| 11. c _____ | oat
ot
old | 23. p _____ | ain
an
ay |
| 12. m _____ | ean
eet
en | 24. s _____ | et
eat
ight |

NAME _____

DIRECTIONS: Pronounce each word softly to yourself. Write on the line the one word that has a long vowel sound.

1. br _____
ass
im
ave

2. sn _____
ip
ake
ap

3. br _____
ink
im
ine

4. br _____
im
ide
ink

5. pl _____
ane
um
ug

6. st _____
one
ock
em

7. st _____
ick
op
ale

8. gr _____
ape
im
ab

9. sw _____
im
ine
ell

10. bl _____
ind
ast
ess

11. fl _____
ap
ame
esh

12. dr _____
ess
unk
ape

13. sl _____
ap
ide
im

14. sl _____
ant
ope
ip

15. dr _____
ape
ill
ess

16. dr _____
ab
ive
ug

17. spr _____
uce
ung
ing

18. cr _____
ank
ime
ust

19. tr _____
im
unk
ade

20. fl _____
ake
ap
ash

21. gr _____
and
ade
ab

22. br _____
im
ush
ute

23. cr _____
ane
ash
ab

24. fl _____
ush
ung
ute

NAME _____

ONE CHERRYTWO CHERRIES

When a word ends with y we sometimes change the y to i and add es to make the word mean more than one.

DIRECTIONS: Notice the words in parentheses (). Change the y to i and add es. Write the new word on the line.

1. On our trip we visited four large (city) _____.
2. Here are a few (story) _____ about the Marshall Islands.
3. They always kept a number of fast (pony) _____.
4. I enjoy reading about (fairy) _____.
5. Jack is always looking for books about other (country) _____.
6. Yesterday Tom picked some (cherry) _____.
7. Two old (lady) _____ bought the chair from him.
8. He has also picked some (berry) _____.
9. We were happy to help him count his (penny) _____.
10. Mary gathered a few (daisy) _____ for the table.
11. Mother had several pretty (lily) _____.
12. In all Jane went to three (party) _____ last week.
13. She ate all kinds of (candy) _____ before dinner.
14. Three (family) _____ live at her house.
15. They have two (baby) _____.

boat

1. When you have a cough, your thr--t may hurt.
 2. Every morning I have milk and t-- st for breakfast
 3. If it is raining, you can see some people wearing rainc--ts.
 4. Tom learned how to fl--t in the water.
-

queen

1. These new shoes hurt my f--t.
 2. Mary is sw--ping the floor.
 3. The scr--n is torn and the misquitoses are getting in.
 4. There are thr-- ships at the dock today.
-

rain

1. You think with your br--n.
 2. Be careful with your pen or you will st--n your clothes.
 3. On Friday you will get p--d.
 4. The class helped p--nt their room
-

team

1. Will you sp--k to that man for me?
 2. When you pl--d for something, you want it very much.
 3. Mother will fry the m--t for dinner.
-

NAME _____

SCORE _____

DATE _____

WORD FAMILIES

1. Add pl to the endings us, ay, ot, enty, ane.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
2. Add pr to the endings ize, int, ide, ess, ay.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
3. Add sp to the endings ell, end, ill, ine, oke.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
4. Add sl to the endings am, ap, ave, in, ip.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
5. Add wh to the endings ale, en, ere, ich, ip.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
6. Add el to the endings an, ay, eat, ip, ub.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
7. Add br to the endings oke, ing, ide, ick, sin.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
8. Add ch to the endings ant, eck, est, ew, ill.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
9. Add sc to the endings ab, are, old, ore, ope.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
10. Add sn to the endings ap, ake, ail, ore, ow.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

NAME _____

SCORE _____

At the end of each sentence you are given the choice of two or three words. Choose the word that completes the sentence correctly and write it in the blank.

1. There is a _____ in my sock. (hole, whole)
2. The carpenter drove a nail into the _____. (would, wood)
3. Shouldn't you leave _____ now? (write, right)
4. Jimmie will be _____ tomorrow. (ate, eight)
5. The runner slid into third _____. (bass, base)
6. Would you name just happen to _____ John? (be, bee)
7. The mother _____ had two cubs. (bear, bare)
8. In July and August some trees _____ fruit. (bear, bare)
9. I saw him _____ his horse. (beet, beat)
10. When he danced he really felt the _____. (beet, beat)
11. The sea sick woman lay in her _____. (berth, birth)
12. His eyes are _____. (blew, blue)
13. He slammed on the _____ when he saw the child. (brakes, breaks)
14. Won't you _____ me a coke, please (by, buy)
15. That sandpaper is very _____. (course, coarse)
16. She is a _____ old woman! (dear, deer)
17. What _____ you see? (dew, do)
18. It was a _____ fight. (fare, fair)
19. Some _____ trees are growing on Jaluit. (fur, fir)
20. People tried to _____ from the tidal wave. (flee, flea)
21. Mary put a _____ in her hair (flower, flour)
22. He will come _____ in a moment. (fourth, forth)
23. The interview was set for _____ o'clock. (for, four)
24. Women _____ stones in a small basket. (hall, haul)
25. His _____ crushed the bug. (heal, heel)

NAME _____

SCORE _____

At the end of each sentence you are given the choice of two or three words. Choose the word that completes the sentence correctly and write it in the blank.

1. It's _____. (here, hear)
2. Can we protect _____ fishing rights? (our, hour)
3. The Home Economics class _____ a huge cake. (made, maid)
4. Try to pick up the _____ before the Post Office closes. (male, mail)
5. What kind of _____ are we having for dinner. (meet, meat)
6. It didn't cost him on red _____. (sent, cent)
7. He _____ that they were lost at sea. (knew, new)
8. He did _____ break the window! (not, knot)
9. That girl _____ the last race. (one, won)
10. After the operation the _____ was just bearable. (pane, pain)
11. _____, it's a beautiful day. (owe, oh)
12. Let's go to Reimers and get an apple and a _____. (pare, pear, pair)
13. The old man wants a _____ of salt turtle. (peace, piece)
14. The Boeing 727 is a large _____. (plane, plain)
15. They were measuring a rectangular _____ in Algebra class. (plane, plain)
16. That, my friend, is a basic _____ of life. (principle, principal)
17. Will it _____ today? (rein, rain)
18. Someone _____ on the kitchen door. (wrapped, rapped)
19. See if he can _____ the sentence. (reed, read)
20. Have you _____ the book? (read, red)
21. He _____ his bicycle carelessly. (road, rode)
22. He watched the baseball _____ over his head. (sale, sail)
23. There's a _____ on clothing at the store tomorrow. (sale, sail)
24. The young boy was lost at _____. (sea, see)
25. He was _____ hiding behind that tree. (scene, seen)

NAME _____

SCORE _____

DATE _____

ENDING SOUNDS

1. Add bl, br, cr, d, and f to the ending ew.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
2. Add fla, sha, fi, sto, and sho to the ending re.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
3. Add bri, sli, thi, clo, and sho to the ending ck.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
4. Add pa, cha, sla, pri and fli to the ending nt.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
5. Add ba, ha, sta, bra, and gra to the ending nd.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
6. Add bla, sta, gui, sti and fli to the ending ck.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
7. Add dra, bla, pra, tha, and ta to the ending nk.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
8. Add ki, wi, bri, wri, and stri to the ending ng.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
9. Add ma, cra, fla, tra, and spla to the ending sh.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____
10. Add cla, sta, cra, tra, and d to the ending mp.
(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

NAME _____

SCORE _____

DATE _____

ENDING SOUNDS

1. Add
- ca
- ,
- hu
- ,
- pa
- ,
- cha
- and
- pa
- to the ending
- rt
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

2. Add
- a
- ,
- de
- ,
- hu
- ,
- ma
- , and
- ta
- to the ending
- sk
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

3. Add
- cha
- ,
- fla
- ,
- tha
- ,
- spli
- , and
- spo
- to the ending
- t
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

4. Add
- ch
- ,
- c
- ,
- h
- ,
- n
- and
- pl
- to the ending
- ow
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

5. Add
- dr
- ,
- fl
- ,
- j
- ,
- l
- , and
- s
- to the ending
- aw
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

6. Add
- cla
- ,
- fa
- ,
- ga
- ,
- ha
- , and
- ra
- to the ending
- ng
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

7. Add
- bri
- ,
- ki
- ,
- ri
- ,
- si
- , and
- sti
- to the ending
- ng
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

8. Add
- b
- ,
- d
- ,
- m
- ,
- p
- , and
- sp
- to the ending
- ark
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

9. Add
- b
- ,
- c
- ,
- h
- ,
- m
- , and
- sc
- to the ending
- orn
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

10. Add
- be
- ,
- ca
- ,
- fi
- ,
- ma
- and
- we
- to the ending
- st
- .

(1) _____ (2) _____ (3) _____ (4) _____ (5) _____

HAWAII READING TEST

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	100	100	100	100	100	100
Score Range	29-87	44-95	37-66	49-73	41-92	44-98
Mean Score	57	70	52	63	71	78
No. of Students	136	136	24	24	35	35
Mean Score Increase		13		11		7

STANFORD DIAGNOSTIC READING TEST Test 1: Reading Comprehension

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	42	42	42	42	42	42
Score Range	8-39	17-42	0-29	22-37	15-42	16-41
Mean Score	28	33	21	30	32	35
No. of Students	136	136	24	24	35	35
Mean Score Increase		5		9		3

STANFORD DIAGNOSTIC READING TEST Test 2: Vocabulary

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	40	40	40	40	40	40
Score Range	5-23	7-30	6-17	8-19	5-23	11-32
Mean Score	13	15	12	14	15	19
No. of Students	136	136	24	24	35	35
Mean Score Increase		2	149	2		4

STANFORD DIAGNOSTIC READING TEST
Test 3: Auditory Discrimination

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	45	45	45	45	45	45
Score Range	10-44	14-45	8-39	12-39	7-44	13-45
Mean Score	28	38	22	29	35	40
No. of Students	136	136	24	24	35	35
Mean Score Increase		10		7		5

STANFORD DIAGNOSTIC READING TEST
Test 4: Syllabication

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	20	20	20	20	20	20
Score Range	4-20	6-19	7-18	6-18	9-20	8-19
Mean Score	13	14	12	12	15	15
No. of Students	136	136	24	24	35	35
Mean Score Increase		1		0		-1

STANFORD DIAGNOSTIC READING TEST
Test 5: Beginning and Ending Sounds

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	36	36	36	36	36	36
Score Range	15-35	13-34	14-30	19-30	19-36	22-35
Mean Score	27	27	21	23	29	29
No. Of Students	136	136	24	24	35	35
Mean Score Increase		0		2		0

STANDROD DIAGNOSTIC READINT TEST
Test 6: Blending

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	36	36	36	36	36	36
Score Range	0-36	24-36	24-31	26-32	23-36	26-36
Mean Score	30	31	28	30	32	32
No. of Students	136	136	24	24	35	35
Mean Score Increase		1		2		0

STANFORD DIAGNOSTIC READING TEST
Test 7: Sound Discrimination

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	36	36	36	36	36	36
Score Range	7-31	7-30	3-18	3-17	0-34	9-34
Mean Score	16	19	11	12	19	22
No. of Students	136	136	24	24	35	35
Mean Score Increase		3		1		3

HAWAII READING TEST

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	Post	frequencies Pre	Post	frequencies Pre	Post
98						1
96						1
95		1				
94						2
93						2
92		1			1	1
91		1			1	
90		1				1
89		1			1	1
88					1	2
87	1	1				1
86					1	2
85		2				1
84	1	2				1
83					3	
82		3			1	1
81	1	6			1	1
80	1	3			2	
79	1	3			1	
78	1	2				
77	1	6				2
76		6			2	
75	1	5				1
74	2	3			3	1
73		9		1		1
72	1			1	1	
71		8		1		
70	2	2		1	1	1
69	1	4		2		
68	1	6		1	1	1
67	5	4		3		1
66	1	6	1	1	2	3
65	4	4				
64	4	9		2	1	2
63	6	5	1	2	3	
62	7	6	1			
61	7	4	2			
60	9	1		1		
59	5	4	1	2	2	
58	3	1			1	1
57	5	5	1	1	1	
56	5	3	1	1		1
55	3	3				
54	6	2	1			
53	3	1	1			
52	4	1		1	1	

HAWAII READING TEST (cont'd)

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	Post	frequencies Pre	Post	frequencies Pre	Post
51	7		2			
50	6			1		
49	7	2	1			1
48	3		1		2	
47	6		2			
46	4		1			
45			1			
44	1	1	1			1
43	2					
42	1		1			
41	1				1	
40	2		1			
39	1					
38	1					
37	1		1			
29	1					

STANFORD DIAGNOSTIC READING TEST Test 1: Reading Comprehension

42		1			3	
41		3				5
40		5			2	3
39	1	9			1	6
38	3	11			1	3
37	3	7		1	4	1
36		14			1	4
35	2	13		2	2	1
34	5	11		3	2	1
33	6	6		2	3	1
32	7	11		3	1	2
31	13	6		2	2	3
30	11	12		2	1	1
29	10	8	2	1	2	
28	10	4			1	1
27	9	5	1	2	1	
26	8	2	2		1	1
25	6	1	3		1	
24	11	2	2	3	2	
23	13		1	2		

STANFORD DIAGNOSTIC READING TEST (cont'd)
Test 1: Reading Comprehension

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post
22	6	3	1	1		1
21	1		2			
20	3		2		1	
19	1		1		2	
18	2		1			
17	2	2	1			
16	1		2			1
15	1				1	
12			1			
10			1			
8			1			
6	1					

STANFORD DIAGNOSTIC READING TEST
Test 2: Vocabulary

33					1	
32						1
30		1				
28						1
27					1	1
26		1				3
25						1
24		1				
23	1	1			1	1
22	1	6			2	2
21	1	5			1	1
20	2	4			1	2
19		7		1		3
18	4	11		2	1	5
17	6	11	2	2	2	2
16	9	12	1	4	3	2
15	13	21	3	4	4	1
14	18	15	2	4	4	3
13	21	11	2		4	2
12	16	9		3	4	1
11	10	8	3	2	3	2
10	17	3	7	1		1
9	9	6	1		1	
8	2	2	1	1	1	
7	5	1				
6			2			
5	1				1	

Appendix G
Tables 6+7

STANFORD DIAGNOSTIC READING TEST
Test 3: Auditory Discrimination

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post
45		7				5
44	1	11			4	10
43	3	14			3	2
42	4	19			3	5
41	3	22			4	3
40	5	9			3	4
39	8	8	1	1	3	2
38	7	7			2	
37	2	7	1	2		1
36	10	5		1		
35	3	6	1			
34	4	3		2		
33	6	2		1		
32	2	4		2	2	
31	3		2	1	3	
30	5		1	2	1	
29	5			3	1	
28	3	1		1		
27	4	2	1	1		
26	7	1	2	1	1	
25	1	1	1	1		
24	1		2			
23	4	1		1		
22	1	2		1		
21			1	1		
20	5	1	1			1
19	7		1		1	
18	2	1		1		
17	5	1	1			
16	5		2			
15	4		2			1
14	3	1	1		1	
13	4		1		1	1
12	2			1	1	
11	3					
10	4					
9			1			
8			1			
7					1	

STANFORD DIAGNOSTIC READING TEST
Test 4: Syllabication

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post
20	5				2	
19	4	4			4	5
18	9	7	1	1	8	5
17	14	15		2	4	5
16	14	20	1		3	4
15	11	22	5	2	5	5
14	12	17	2	2		5
13	15	14	1	2	4	2
12	11	8	2	2	2	
11	7	11	5	4	2	
10	13	5	2	1		
9	11	4	3	4	13	3
8	4	5	1	3		1
7	1	2	1			
6	2	2		1		
5	1					
4	2					

STANFORD DIAGNOSTIC READING TEST
Test 5: Beginning and Ending Sounds

36					2	1
35	2					
34	5	6			4	2
33	4	7			3	5
32	11	3			4	2
31	7	7			2	1
30	6	11	1	2	6	8
29	7	13	1		2	2
28	20	15		1	1	
27	15	13		1	3	3
26	9	16	1	1	1	3
25	14	10		4	1	
24	6	9	2	2	1	5
23	9	10	4	4	1	1
22	5	6	2	3	1	2
21	7	3	1	1	1	
20	3	1	4			
19	3	2	2	2	1	
18	1	1	2	3		
17		1	2			
16	1					
15	1	1	1			
14			1			
13		1				

STANFORD DIAGNOSTIC READING TEST
Test 6: Blending

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	Post	frequencies Pre	Post	frequencies Pre	Post
36	3	3			4	3
35	9	10			5	7
34	8	18			5	3
33	17	18			6	2
32	14	21		3	3	8
31	18	17	3	5	1	1
30	13	13	3	9	3	3
29	15	12	5	3	1	2
28	16	13	3	2	3	2
27	8	6	4	1	3	2
26	7	1	3	1	1	2
25	2	2				
24	2	2	3			
23	1				1	
22	1					
20	1					
0	1					

STANFORD DIAGNOSTIC READING TEST
Test 7: Sound Discrimination

34					1	1
33					1	2
32					3	1
31	2				1	2
30	2	4			2	1
29	2	1				1
28	2	4			1	
27		11			1	1
26	2	7				2
25	4	3			1	1
24	3	1			2	1
23	5	5			1	2
22	3	8				2
21	8	7				4
20	6	8				2
19	6	7				2
18	8	12	1		2	3
17	6	7	1	1		
16	7	6	3	1	2	1
15	11	5	1	1	1	

STANFORD DIAGNOSTIC READING TEST (cont'd)
Test 7: Sound Discrimination

Scores	MIHS Target Group		MIHS Control Group		~~MIHS~~ Target Group	
	frequencies Pre	Post	frequencies Pre	Post	frequencies Pre	Post
14	10	8		6		2
13	14	5	3	2	4	2
12	8	5	3	3		
11	8	6	2	1	3	1
10	5	7	3	5	1	
9	5	1	2	2	2	2
8	4	5	3		2	
7	5	2				
6				1		
5			1		1	
3			1	1		
0					1	